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An Evaluation of Pastoral Care
with Remedial Classes

by

Bruce Pyart, B.Ed., M.Ed..

A thesis submitted in candidature for the
degree of Bachelor of Philosophy of the
Open University in the field of Curriculum
Studies.

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Candidate

October, 1983

ABSTRACT

The emergence of a national system of comprehensive education heralded the advent of 'pastoral care' as a specified structure and organisation strategy in secondary schools. In its tripartite form of vocational, educational, and personal guidance, pastoral care has been conceived to meet the growing needs of all pupils in an age of social and technological change. The study investigates, analyses, and evaluates pastoral care with special education pupils in the first year of a comprehensive secondary school.

Pastoral care is designed to diagnose needs and to help pupils - irrespective of ability and personal advantage - develop good relationships and cope with problems and adjustment. Children with special educational needs experience difficulty in mental, physical, cognitive, or emotional functioning, and may require additional help compared with their peers in the ordinary classes.

Teachers perspectives of pastoral care, and of special education, may vary markedly within a comprehensive school. Definitive statements as to what constitutes the most effective system of pastoral care, where special education classes exist, cannot be expected. Nevertheless, it is hoped the evidence and arguments offered in the study will help to support the viewpoint that children with special educational needs in the first year of a comprehensive school require a well organised pastoral care system with clearly defined aims, objectives, responsibilities, and with ample resources of time, teaching staff, and facilities allocated to it to function effectively. Pupils are of equal worth: where there is segregation, pastoral care must ensure the progress of all pupils is monitored to achieve proper pupil placement. The suitability of those entrusted with pastoral and managerial responsibilities would be paramount in contributing towards a meaningful system.

It was hoped the investigation would show how useful a subjective, illuminative evaluation of pastoral care can be in highlighting its strengths and weaknesses, and in providing an opportunity to bring about change that should be of mutual benefit to teachers and pupils in that organisation.

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INTRODUCTION

The Problem

It is apparent that there is no uniform system of pastoral care to be found in comprehensive secondary schools in England and Wales. There are often marked differences between systems in neighbouring educational institutions and within local education authorities. Furthermore, within a school there may be divergence of opinion as to what constitutes pastoral care.

There are implications for a pastoral care system in a school where special education classes have been established to cater for a substantial number of pupils with learning difficulties, or social, emotional problems. In particular, the lower ability range of the secondary school system has posed problems for its internal organisation, (HMI Wales, 1982, Occasional Paper). It is customary for the headteacher or senior management body sometimes in collaboration with other staff to decide upon the form of ability grouping of its pupils. A wide range of options exist and these include the creation of special education classes. In many comprehensive secondary schools, where special arrangements are made for less able pupils, 'remedial' or 'special education' departments have been instituted to provide and organise the education of slow learning children with special educational needs. Consequently, pupils may be placed full-time or part-time in such departments.

'Remedial' or 'slow learning children' form one group of those pupils classified as handicapped and could be looked upon as being the most able of the disadvantaged to lead a normal life ultimately, (D.E.S. 1964, Educational Pamphlet No. 46). Their special educational needs have arisen because they experienced

much greater difficulty in learning than the majority of pupils of the same chronological age. Books, journals, and other publications that discuss handicapped children refer to a wide range of disability. The more severely handicapped children of secondary school age such as those afflicted by blindness, Down Syndrome, or spina bifida, are invariably placed in a special school or some other related educational establishment. The vast majority of remedial children however, who are either 'innately dull' or else 'retarded', continue to be placed in the ordinary secondary school, (D.E.S. 1971, Educational Survey 15). In spite of the 1981 Education Act that came into effect in 1983 stipulating as far as possible that all handicapped children should be educated in the ordinary schools, it will probably take many years before a total integration of this kind comes into being, as The Warnock Report (1978) 'Special Educational Needs' recognised.

However, a system of educational, personal, and vocational guidance should not be exclusive to any single group or category of pupils. On the contrary, pastoral care is designed to meet the needs of all pupils irrespective of ability or any other personal disadvantage. It may be considered expedient sometimes to discriminate in the allocation of time and resources in favour of those children with the greatest need. An approach of this kind would be similar to that exercised by a good, caring parent towards his or her child. An example of positive discrimination described in the D.E.S. (1967) Plowden Report proposed that schools in deprived areas should be given special assistance with the purpose of providing a compensatory environment, and these were designated 'educational priority areas'.

In the former post war, tripartite system of secondary education, pastoral care was embodied in the construct of loco parentis. The sense of caring for pupils by teachers was compar-

able to that of a good parent and this concept was implicit in the hidden curriculum of the school. The advent of comprehensive schools witnessed the adoption of structures that enabled a pastoral care system to be established in an explicit form. The type of guidance system would depend upon the need envisaged by the decision makers in a school. A large comprehensive secondary school is a complex organisation and it is generally recognised, as alluded to by Gear (1975) that education "...is undoubtedly one of the most difficult of human activities to manage."(p.265).

In order to provide effective pastoral guidance for all pupils, it would be desirable for a school to ensure adequate planning in instituting and developing it as a system. Ideally, it would require staff collaboration in an environment that encouraged discussion, conflict, enterprise, and caring, in order to achieve widely shared objectives. A prime consideration at the outset would be to determine the amount of resources, including time, to be given to those pupils placed in classes with special educational needs. A rational - systems model of an organisation (MacDonald-Ross, 1975) would necessitate the aims and objectives of a pastoral system being formulated coherently and concisely in order to promote a sense of purpose within the institution. A failure to define staff roles and responsibilities succinctly combined with a lack of evaluation procedures might result in innovating a weak system that failed to provide adequate pupil guidance. An inferior, ineffective system of pastoral care would be held in low esteem by teaching staff, especially if substantial resources in terms of salaries, status, accommodation, and time were devoted to it. An important consequence might be to reinforce any academic - pastoral split already inherent within the school.

Rationale for the Investigation

1. The hypothesis that remedial children with special educational needs in the first year of a comprehensive secondary school require a well-organised pastoral care system with clearly defined aims, objectives, and responsibilities, with ample resources of time, teaching staff, and facilities allocated to it to function effectively.

It could be argued that all pupils in the first year of a secondary school would benefit from an effective pastoral care system. Pupils should receive an equable amount of time commensurate with individual needs in educational and personal guidance. When a large percentage of the new pupil intake is placed in special education classes, it may be considered fair and prudent to allocate more resources to the less able who in the main are slow learners or else have emotional, physical, practical, and social problems. A pastoral care system lacking clearly defined aims and objectives, which is not subjected to review and evaluation might be of little benefit to any pupil and could result in frustration and even friction arising amongst the teaching staff. The roles of members of the organisation may be outlined in vague, confused terms, or else lack any description at all. Consequently, communication within the institution deteriorates and staff morale is threatened or undermined. Where the system lacks cohesion or credibility, staff may soon become disillusioned, despondent, and may prefer to see resources redeployed elsewhere in the curriculum.

2. The recognised claim that where a school policy exists of pupil segregation according to ability, the pastoral care system must ensure the progress of all pupils is monitored in order to achieve proper pupil placement.

The egalitarian concept associated with the comprehensive

ideal emphasised the equal worth of all pupils, (Husen, 1975). Irrespective of the kind of ability grouping employed by a school, the pastoral care system must be organised fairly and effectively so that teachers can help ensure equality of opportunity for pupils. There are marked individual differences between pupils, but the school has a responsibility to enable each child achieve maximum potential within the given limitations of the school. A clear policy of reviewing pupil placement and an effective system of monitoring pupil progress would be required. In this context there should be a purposeful attempt to integrate the academic and pastoral facets of school life, (Richardson, 1973). In addition there are implications for curriculum matching between subjects and departments. For example, in key subjects like Mathematics and English there should be parallel courses operating between the mainstream and special education classes: this should enable a smooth transition to take place. Otherwise, there is always the risk that a pupil transferred to the mainstream may be completely out of his or her depth academically resulting in a sense of failure and an early return to special education.

3. The conviction that the role and attitude of the head of year are paramount in contributing towards a meaningful pastoral care system within a comprehensive secondary school adopting the horizontal pastoral model.

Guidelines describing the role of a head of year might be laid down by those with managerial responsibilities in a school. If the role is ill-defined, heads of year may underfunction, operate independently from one another and this might prove undesirable and divisive amongst teaching staff. Heads of year may be doing a valuable job, but the other staff might not perceive them to be doing so. However, in the final analysis the role is determined by the role incumbent. Managers define the parameters

within which the incumbent determines his or her role. A head of year, and indeed some teachers, may perceive the role as multifarious including responsibility for discipline, or as a manager coordinating the work of the form tutors, or else working primarily with pupils offering them help and guidance.

Communication and collaboration would be key factors in carrying out the role of head of year especially in liaising with form tutors, heads of department, senior management body, and any external agencies like the educational welfare officer. The situation may arise when the head of year is the only link between the form tutors, the headteacher, and parents, pupils, young people, and vice-versa. The head of year, as a manager, needs to develop good professional and personal relationships where staff feel free to express their opinions, and "...collaboration is freely entered into." (Fordyce and Weil, 1979, p. 13). In a large, complex comprehensive secondary school it may be more difficult to ensure that personal relationships within the organisation are harmonious rather than frustrating. Communication would be crucial as an instrument in enabling members of staff to secure an understanding of the common purpose of the organisation together with providing an opportunity for full, constructive participation.

Teachers as managers are becoming increasingly aware of the contribution other agencies can make to the everyday life of an educational institution. For example, an educational welfare officer attached to a school can do much to help combat truancy by liaising closely with the school and the home, and in monitoring pupil attendance. Forging close links with the contributory primary schools, educational psychologist, and social services might contribute significantly to a school's pastoral care system. Involving parents too in the educational development of their children could be worthwhile and of mutual benefit to the teacher

and pupil. Most evidence suggests that the family is the central focus for care and the school is generally external to it, (Sumner and Warburton, 1972).

In considering the rationale as a basis for the investigation certain questions needed to be posed at the outset, and these were borne in mind throughout the enquiry. On completion of the investigation its results were considered in the light of the questions enumerated below. There was no significance in their order:

- 1) What did the term 'Pastoral Care' mean to the teaching staff, especially form tutors of first year pupils, and was there a clear and shared understanding of the term as it operated within the school?
- 2) Did pastoral care exist separately, or was it integrated with subject departments, and what were the implications, if any, for children with special educational needs in the first year who were segregated from the mainstream?
- 3) In order to be efficient and effective did a pastoral system need to be organised and structured with clearly defined roles?
- 4) To what extent were teaching staff and remedial pupils in the first year of a comprehensive secondary school able to benefit from a system of pastoral care?

Review of Literature

Chapter 2 entitled 'Review of Literature' focussed upon aspects of the changing scene in secondary education in England and Wales since the early 1960's. Particularly significant among many innovations has been the emergence of a national system of schooling. Implicit in secondary reorganisation was the underlying belief that all pupils were of equal worth. A policy of egalitarianism supplanted positive discrimination found in the selection and segregation at the secondary school transfer stage.

Accompanying this change was the reinforcement of the loco parentis construct incorporated in the new pastoral structures. These were created to establish programmes of educational, personal, and vocational guidance and care to help pupils develop and adjust to a more rapidly changing, complex, pluralistic society in which they could find their own niche and fulfilment. Much of the pastoral guidance initiative was an import of American origin (Lytton and Craft, 1969) and this new dimension in secondary schools has been welcomed with mixed feelings by teachers. Where systems of pastoral care have been established, schools invariably enlist the support of external agencies such as parents, schools psychological service, and educational welfare officers.

The 'Review' considered how remedial/special education is attempting to secure and establish its own place in the secondary school against a backcloth of transition and uncertainty. It discussed the problems of formulating a precise and acceptable definition of the terms 'remedial' or 'special educational needs'. Since the publication of the pamphlet 'Slow Learners at School' (D.E.S., 1964), low-ability pupils at secondary school have been classified as either 'dull' or 'retarded'. The 'dull' child has a poorer rate, quality and range of learning than the average child, and this is attributed to his or her innate level of intelligence. The 'retarded' pupil may learn at a rate and range well below the average of the same chronological age because of circumstances. The causes of retardation as discussed by educationalists, including Tansley and Gulliford (1960), McCreesh and Maher (1974), Ainscow and Tweddle (1979) range from absence from school to dyslexia. The D.E.S. (1971) Education Survey 15 and the Warnock Committee (1978) reported that the bulk of children requiring special arrangements are to be found in the ordinary primary and secondary schools. The reforms of special education

outlined in the 1981 Education Act included delegating to all local authorities the duty to educate, wherever possible, all children with special educational needs in the ordinary schools.

A variety of viewpoints referred to difficulties of selection and reintegration of less able pupils within the secondary school. It is at this stage of their schooling that problems for the pupil with special educational needs are multiplied and may be regarded as having important implications for the pastoral care and guidance system within a school. Physical and intellectual gaps between children tend to widen so that the remedial child is often rejected and it is common for feelings of lack of self-worth and even failure to emerge. Such pupils would appear to require extra support, care and attention from the pastoral guidance system, which should be developmental and on-going. If guidance is to be beneficial, it is widely acknowledged that it should be systematically organised in the secondary school and reach back into the contributory primary schools.

If a system of pastoral care is to be refined and improved, it would need to be under constant review, assessment and evaluation. The whole subject of evaluation was reviewed in detail and included traditional, prescriptive models as well as more modern subjective procedures like the 'illuminative' paradigm advocated by Parlett and Hamilton (1972). The term 'evaluation' is universally accepted by writers in this field as meaning to judge the value or worth of something. Where aims and objectives are formulated and stated clearly and concisely by an organisation, the evaluation should be more meaningful and therefore more helpful in influencing the institution to make decisions about the curriculum. Evaluation is envisaged by educationalists as an on-going process to improve the quality of the organisation, its curriculum, and teaching methodology.

School and Decision Making

Chapter 3 entitled 'School and Decision Making' looked in particular at aspects of educational management in an organisation like a large comprehensive secondary school. The processes of decision making have a profound affect upon a pastoral care system. Educationalists maintained that there is a need for quality leadership in schools so that the best decisions are taken. This places an increasing managerial responsibility usually upon the headteacher and senior staff. Traditionally, the headteacher wielded enormous authority in controlling the formal processes of decision making, but in today's large comprehensive secondary school the management structure is often sub-divided into senior and middle managerial levels. There is evidence of less hierarchical management in secondary schools than hitherto, and instead more encouragement given to all staff to participate in decision making processes and in the development and management of the organisation. Fordyce and Weil (1979) suggested that in a healthy organisation where people work successfully with one another, "The judgement of people lower down in the organisation is respected." (p. 14).

An efficient management was envisaged by writers in this field, including Hughes (1970) and Hamblin (1978), as crucial to the success of a pastoral care system in an educational institution. The structure needs to be clearly defined with good lines of communication throughout the organisation. A school should have committed and caring teachers in the classroom, who in addition to academic matters accept the broader role of pastoral care as part of their brief. A school is advised to define its aims and objectives relating to pastoral care activities clearly and succinctly, together with outlining the divisions of staff responsibility. Where there is collaboration there is greater likelihood of staff support especially if the aims and objectives are widely shared

and colleagues work consistently towards their achievement.

Where policies are described ambiguously, it is more difficult to hold staff to account and even unfair to attempt to do so.

Chapter 3 also discussed the processes of decision making in the school in the investigation. A brief description was given of the secondary school featured in the enquiry focussing attention upon its organisational arrangements - with particular reference to first year pupils - rather than on any curricular provision. Terminology relating to pastoral care leaders within the institution was also examined.

Methodology

Chapter 4 discussed 'Methodology' employed in the investigation. Most of the data in the enquiry was assembled from open-ended techniques of observations, interviews, transcripts of conversations, questionnaires, observational records, cassette tape recordings, documentary sources, and monitoring progress through continuous assessment.

The illuminative paradigm of evaluation described by Parlett and Hamilton (1972) was adopted as the research strategy in this investigation. The illuminative framework has three stages of operation that allow for an enormous amount of data to be gathered, analysed, and systematically reduced as a result of value judgements and subjective impressions made by the investigator. The evaluation was essentially subjective in an interpretative, descriptive form as opposed to being based upon measurement and prediction that might be too restrictive and inflexible in an investigation of this kind. In order to safeguard the neutrality and credibility of the enquiry - especially as the writer was a member of the teaching staff at the school - its qualitative data was scrutinised carefully and thoroughly with the researcher/evaluator playing the Devil's Advocate in weighing

up the evidence. It was imperative to ensure that situations, events, and teaching personnel in particular were not unduly manipulated or influenced by the investigator.

Description of Work Done

In Chapter 5 a description was given of how the evidence in the enquiry was gathered and assembled by means of using a variety of "culling" techniques. Much of the evidence was gathered from questionnaires, interviews, and first hand observations in formal and informal situations. Studying pupils and staff first hand enabled the investigator to gain a valuable insight into how the pastoral system functioned in the school, and also how teaching staff in particular, together with special education pupils in the first year, related and reacted to it.

Evaluation of Results

Pupil and staff questionnaires formed an integral part of the investigation and provided a substantial volume of data for analysis and evaluation as illustrated in Chapter 6. Opportunities were available to follow-up questionnaires by holding formal and informal interviews with staff and pupils, and this technique enabled a large amount of information to be collected for progressive focussing, analysis and evaluation. A wide range of documentary evidence based chiefly on school records was described and submitted as part of the evaluation. The bulk of evidence emanated from the teaching staff and to a lesser extent the pupils, although a limited contribution was made by external agencies such as the educational welfare officer.

The on-going evaluation was intensely subjective, but every attempt was made to ensure it was free from any contaminating and invalidating influences. Personal observations, impressions, and value-judgements formed the basis of the eval-

uation that followed the procedures advocated in the illuminative paradigm of Parlett and Hamilton (1972).

The Plan of the Investigation

Having reviewed the literature in Chapter 2 and researched the problem focussing attention on the concept of pastoral care and the field of remedial education, it was found necessary to investigate the area of decision making in Chapter 3 with all its ramifications. Aspects of educational management were considered illustrating the importance of communication, collaboration, and clearly defined structures, roles, aims and objectives of systems operating within a school of which the pastoral care system is an example.

In Chapter 4, the methodology was discussed in detail and it included descriptions of more informal, modern, open-ended culling techniques such as observations, interviews, transcripts of conversations, questionnaires, school records/reports, and cassette tape recordings. The availability and suitability of the evaluation procedures were considered. It was felt that the traditional, formal, more prescriptive methods of evaluation would be unsuited to and therefore serve no useful purpose in an evaluation of this kind. Instead it employed procedures that were primarily subjective relying heavily upon the value-judgements, interpretations, and observations of the writer and the personnel participating in the enquiry.

The results of the considerable volume of evidence gathered in Chapter 5 were analysed and evaluated in Chapter 6 using the method of progressive focussing that forms an integral part of the illuminative model of evaluation described by Parlett and Hamilton (1972). The final Chapter serving as a conclusion analysed the various aspects of the enquiry and discussed the questions posed in the 'Rationale for the

Investigation' in Chapter 1. It was necessary after looking at all the different facets of the investigation to gather all the information together in an attempt to devise pointers for the future and to assess how effective the pastoral care system in the school had functioned with special education pupils. It was hoped that the investigation would show how important and useful an evaluation of a pastoral care system within an educational institution can be in highlighting its strengths and weaknesses, and in providing an opportunity to bring about change and improvement that should be of mutual benefit to teachers and pupils in that organisation.

CHAPTER TWO

REVIEW OF LITERATURE

A View of the Secondary School

Introduction

Since the early 1960s a great deal of diverse, informed and knowledgeable educational literature has been written. It has influenced opinion, prompted debate and discussion, and created change at all levels of the educational service in England and Wales. Probably the most significant and controversial development was the reorganisation of secondary education that phased out the tripartite system and saw the emergence of a national comprehensive system of schooling as a result of the implementation of Circular 10/65. It was as Burgess (1969) suggested a political attempt to honour the pledge of 'secondary education for all' contained in the 1944 Education Act (p. 86). Hughes (1970) claimed such a process of 'unification' (p.8) was seen by many local education authorities as a viable alternative to the existing theoretical division of secondary education into grammar, technical, and secondary modern schools that had developed following the 1944 Education Act. By 1970, the D.E.S. (1971) Education Survey 15 reported that many of the newly formed comprehensive schools were already reviewing their curricular arrangements to meet new demands brought about by increased nominal rolls as well as having to cater for a wider range of ability than hitherto. (p. 16).

Egalitarianism

Philosophically, secondary reorganisation meant that the era of positive discrimination inherent within the controversial 11+ system of pupil selection and segregation would be superseded by an age of equality of opportunity. Husen (1975) was of

the opinion that the concept of equality rooted in the classical liberal ideology had become a fundamental issue in the policy debate on educational problems not only in Britain but internationally as well (p.13). Craft (1969) observed that "...one of the most striking contextual pressures of post-war years has been the growth of an egalitarian political ideology." (p.10). The underlying theory of this ideology was that education plays a critical part in life chances of individuals.

Halsey (1980) considered that egalitarianism - as propounded in the State system of secondary education - should help to overcome social and environmental inequalities. Musgrove, in Taylor and Walton (1973), expressed a provocative, and challenging viewpoint in suggesting education should be removed from the responsibility of schools since the latter had outlived their usefulness for today's society. Implicit in the view was that the concept of equality of opportunity had also become defunct, especially as increasing numbers of the population become unemployed. Musgrove (*ibid*) believed that in the near future work would no longer be central to peoples' lives and therefore the present curriculum would be obsolete. (p.36).

Society at large has desired a change to a more egalitarian system, where all pupils can share in the process of individual refinement and elevation. The HMI Wales (1982) Education Issues 5 extended the idea to a desire for "...a common social experience." (p.2). Pedley, in Lytton and Craft (1969), maintained that the comprehensive secondary school was designed to serve the "...whole local community - all social classes, all types of aptitude and ability, and involving parents as well as children. Far from imposing uniformity, as its opponents allege, it is designed to cater for the great variety of individual differences." (p.24).

However, there are still selective schools in existence in the State system of secondary education, as well as a substantial private, independent sector. These institutions invariably serve sectional interests. There is bound to be national conflict when such markedly different systems operate side by side. The two-nation concept of Disraeli alluded to in Richmond (1971) and developed in Halsey (1980) may still be regarded as prevailing while the private, independent sector exists alongside the State maintained system of comprehensive secondary schooling. Hargreaves (1982) in expressing a radical critique of comprehensive schools was of the opinion that they had done little to improve secondary education and had even perpetuated the social and educational divisions within the nation.

Educational Change

The advent of a new and varied pattern of schooling labelled comprehensive secondary education, which now caters for most of the school population, has had important consequences nationally. It has undergone periods of dissent and even hostility. Nisbet, in Harris et al (1975), suggested that innovations are fraught with problems because it is difficult to succeed when initiating a new order of things. However, a number of recently published HMI documents continue to be of value in identifying and analysing problems as they emerge in the overall curriculum. In reviewing the period since secondary reorganisation in the mid-1960s, the HMI (1978) publication entitled 'Curriculum 11 - 16' observed,

Teachers have found themselves needing to think through the curricular implications of reorganisation, together with the implications of the raising of the school-leaving age, even while the institutional changes are still being completed. The period has therefore seen markedly increased activity and acceleration of pace in curricular development, whether of the kind exemplified in the large projects of the School Council and other major agencies or in the exploration of individual schools and teachers. (p. 3).

The curriculum has come under even closer scrutiny since the reopening of the 'Great Debate' attributed to James Callaghan at Ruskin College in 1976. Best et al (1980) regarded the 'Debate' as focussing on the ideological issue of a progressive versus traditional approach in education. Events surrounding the William Tyndale School Enquiry, together with the publication of several 'Black Papers', contributed to the discussion. Initially, concern was expressed about standards and there was a call for a return to the basics of developing literacy and numeracy in the common core curriculum. The D.E.S. (1977) 'Education in Schools' (Green Paper), and the Department of Industry (1977) 'Industry, Education and Management' extended the debate to include a call for a reappraisal of the curriculum to meet the needs of the individual as well as those of the nation. Accountability was referred to and has since become a slogan, but to date has suffered the same fate experienced in America, where Anderson et al (1973) explained it "...is still a largely untested concept in the field of education." (p. 1).

The HMI (1980) 'A View of the Curriculum' proposed there was an urgent need to spell out precisely what every child should learn. As part of the consultative process, a similar document followed, namely D.E.S. (1980) 'A Framework for the School Curriculum', but it went further than its predecessor in stating that local education authorities should have a clear and known policy for the curriculum in their schools. The bombardment upon comprehensive secondary schools to reappraise the curriculum has come from all directions and appears to be gathering momentum as part of an on-going process. For example, Sir Keith Joseph, as Education Secretary, has been seeking far-reaching changes in promoting the Manpower Service Commission's technical, vocational and educational initiative (TVEI, 1983): such an innovation has

important implications for secondary schools, (Times Educational Supplement, 1983, Platform, No. 3478). Radical reforms may be necessary to prepare young people for major social and technological change. The value of traditional examinations is being questioned by educationalists who are seeking more continuous forms of pupil assessment that would include personal pupil profiles and more skill-based, active learning. Reappraising the curriculum involves teachers reviewing syllabuses, course content, aims and objectives, evaluation procedures, and pedagogic methodology, in an effort to meet the demands of a complex, pluralistic society in a period of massive unemployment especially amongst the young school leavers.

Schools as Organisations

Those entrusted with managerial responsibilities in comprehensive schools are becoming increasingly aware of developments in educational theory and are attempting to adapt to meet their own needs. It requires greater flexibility and adaptability than hitherto. Many secondary schools, as individual educational organisations, are currently involved in a process of rapid evolution and far-reaching change. Bush et al (1980) regarded the success of an organisation as hinging upon its capacity to adapt to "...increasingly complex and turbulent environments." (p. 160).

Traditionally, education has been concerned with bringing about change in individuals, but schools may have to accomplish this more quickly in order to respond to the changes taking place in society. Skilbeck, in Taylor and Walton (1973), defined the curriculum as "...a set of intentional activities, those of educators who, to the extent that they seek to bring about changes in others, i.e. pupils in a regular, orderly manner, institutionalize these activities." (p. 117).

The comprehensive secondary school, as an organisation, is a social unit created as a structured process in which persons interact to achieve aims and objectives. The systems and techniques of management, as outlined in Dobson, et al (1975), are essential components in the efficacy and success of a school. Some educationalists favour the rational - systems model of an organisation. MacDonald-Ross (1975) maintained, "The systematic approach is an attempt at rational planning in education which claims wide validity." (p. 146).

Poster (1974) advocated that an efficient and effective management structure set-up by a headteacher would require clearly defined role specifications so that individuals know exactly what they have to do and to whom they are responsible. The perceptions of a school, sometimes vested in the autonomy of the headteacher, determine whether its structure is likely to be organic or mechanistic. Where schools have increased in size, some headteachers have tended to devolve power to form an administration of senior and middle management teams, or even adopted a more collective approach where staff collaboration is considered paramount. Richardson (1973) was of the opinion the headteacher and others with managerial responsibilities have unquestionably "...a heavy responsibility, not only for devising appropriate structures of management so that the various work roles in the institution correspond to real and manageable tasks, but also to be alert to the kind of unconscious processes that will inevitably be going on within and between the structures." (p. 30).

There are different styles and models of educational management within an institution. Richardson (ibid) identified two main approaches in coping with problems in an organisation: first, a concern with human relationships; and second, devising

appropriate structures. (p. 149). There is no reason why these two approaches should not coexist. Teachers enjoy considerable autonomy in the classroom, but as Hoyle (1975) intimated, they may have little involvement in the processes of decision making in matters of school policy. Traditionally, headteachers initiated the formal processes of decision making in a school and members of staff were accustomed to strong, autocratic leadership from the headteacher, (Burgess, 1969). Musgrove (1971) suggested there was ample evidence to confirm the view that more teachers would prefer to see a greater devolution of power in schools than experienced previously.

School administrations are being urged to adopt more humanistic and democratic approaches as opposed to being exclusively behaviourist orientated in the formulation of policies and in operational procedures. The administration manages the organisation and oversees all its functions. Marland (1974) envisaged administration as "...a creative process, not a dry and sterile chore; we see that it involves working mainly with people, not with paper; we see that it requires thought, not mere repetition; we sense that it is collaborative, not hierarchial." (p.xi). Consultation seems to be more widespread both inside and outside of the school.

Partnership

The idea of partnership between central government, local government, and educational institutions is not recent. Lester-Smith (1966), Hughes (1970), and the Open University (1974)

'Central Government of Education' maintained that the 'partnership' concept is often quoted as a traditional and distinctive feature of the education system in England and Wales. Power is being devolved gradually to parents and in some cases even to pupils themselves. The HMI Wales (1978) 'Education Issues 1'

reported that the array of activity in the comprehensive school has been set against a backcloth of increased parental and community involvement and interest in schools, which has resulted in greater expectations of such educational institutions. (p.4). Furthermore, there are pressure groups attempting to influence schools directly and indirectly.

The D.E.S. (1977) 'A New Partnership for Our Schools' (Taylor Report) acknowledged a growing demand for broader participation in educational decision making. It recommended that a school's governing body should be re-shaped to exercise greater power and influence over the direction of the curriculum. In the past, a system of checks and balances has evolved ensuring the power between the various partners remains fairly evenly distributed. The idea of partnership "...preserves the convention of decentralisation." (Burgess, 1969, p. 27).

The Emergence of Pastoral Care

Comprehensive secondary schools contain a greater social and intellectual mix, are generally less authoritarian, and seem to be more flexible in their organisational arrangements than their precursors. The school leaving age was raised to sixteen in 1974 and this posed additional problems for schools. Currently, more pupils are entering the sixth form, and schools are having to cater for a wider range of ability. These factors have necessitated many schools to employ new strategies to meet demands. As a response to pressure and in order to accommodate change, comprehensive schools are moving away from purely academic functions. It is not an attempt to undermine the academic system. On the contrary, the acceptance of increased responsibility by schools for the pastoral care of its pupils, and the greater emphasis placed upon personal and social development have been perceived as ways of strengthening the academic facets

as well as meeting the needs of children as they enter a more technical, complex society. Button (1981) expressed the opinion that as part of the British educational tradition, there has always been concern about pupils' academic and personal development, but as far as the latter is concerned he stated "...this has been implicit rather than explicit in the school programme. The acceleration of change in society, the growing depersonalisation of life, and changes in the school itself, have caused considerable doubt about the adequacy of this hidden approach to personal development. Something more explicit and effective is being sought." (p. 1).

The HMI Wales (1982) 'Education Issues 5' reported that since the early 1950s pastoral care has emerged as a specialist function at secondary school level. More staff have become involved in functions and matters which had once been the sole prerogative of the headteacher. Pastoral systems in large schools in particular are usually "...substantial administrative structures involving many teachers, with defined roles for senior staff and planned procedures for determining and attending to the personal needs of pupils, applying disciplinary sanctions, providing educational and careers guidance, and establishing links with outside agencies, parents and the local community." (HMI Wales, 1982, 'Education Issues 5', p. 1). Some pastoral systems have emerged with similar structures and operations, while other schools have marked differences and emphases, and sometimes it results in a patchwork quilt of organisational arrangements even within a given local education authority.

Best et al (1980) claimed that when pastoral care structures were introduced into comprehensive schools, the "conventional wisdom" (p.3) of reputed educational publications described what they thought would take place but often without

actually defining the roles and functions. Pastoral care is invariably structured and hierarchial, and the practice in many schools, as Murgatroyd (1980) considered, is to invest members of the teaching staff with differing roles of authority and responsibility. Sometimes there has been a confusion of roles resulting in conflict between academic provision and pastoral functions within an educational institution. This has been exacerbated by the fact that the term 'pastoral care', as Richardson (1973) intimated, "...is relatively new in the language of teachers." (p.107). Some concepts - such as pastoral care - may take some time to become universally recognised and accepted by the teaching profession at large as forming an integral part of the curriculum.

The curriculum is a broad concept and Lawton (1973) postulated that it is concerned with everything that is organised by an educational institution, whether it is carried on inside or outside of the school. By definition it includes academic and pastoral matters, which should not be considered as completely separate entities as there is such a close correlation between both areas. The curriculum is more than a collection of disciplines and the pastoral system means more than care of pupils: Richardson (loc. cit.) contended "...to leave such a bald statement without modification would be to invite indignant criticism for oversimplifying what even the least experienced teacher in a school recognises to be a much more complex, not to say baffling, matter."

The Role of the Form Tutor

The majority of writers in the field of pastoral care envisaged the role of the form tutor as underpinning the pastoral structure. The form tutor is generally the first line of contact and communication between pupils and staff. When special guidance

programmes have been devised, it is usually the form tutor who implements these schemes of work with the pupils. In many instances, miscellaneous data is processed by the form tutor before any system of referral takes place to a senior member of staff.

The HMI Wales (1978) 'Education Issues 1' placed a considerable onus upon the form tutor in overseeing the pupils in his or her charge. If the role is to have maximum effect, careful thought and planning are essential. Button (1981) regarded the form tutor as being the central figure in the pastoral structure because it is this teacher "...who is in daily contact with the young people, and bears responsibility for creating a spirit of caring within the form. He or she will need a clear programme of work. It is not enough to offer a series of topics, since relationships and responsible attitudes need to be experienced and practised rather than to be talked about." (p. 1).

Jones (1977) pointed out that form tutors should be aware of their own personal limitations and not attempt to get out of their depth by taking on too much and becoming too involved. It was not an attempt to denigrate the work of the form tutor, but to put it in perspective by recognising "...the boundaries and limitations of the role." (p. 15). On the other hand, Griffiths (1981) regarded form teachers as the key figures in the pastoral system and deprecated "...their positions at the bottom of the pastoral pyramid, which are all too often one of responsibility without power, sometimes consulted, less often included in the decision making processes about the children in their care." (p. 8).

Occasionally, form teachers are handicapped in having no contact with their forms other than in short registration sessions, which leave little time for pursuing any developmental

work. The HMI Wales (1982) 'Education Issues 5' reported that form tutors vary enormously in their effectiveness and "...too often they are introduced with minimal consultation and tutors are unprepared for the extension of their role." (p.10). Moore (1970) felt form teachers who know their pupils well and have cultivated good personal relationships within the classroom would be particularly effective in offering guidance to the children. Relationships are paramount in a school, and the larger the institution the more this holds true. In many comprehensive secondary schools, the practice is for the pastoral leader to work through the form tutor. In adopting a team approach, Marland (1974) suggested it provides tutors with "...more opportunity for rich relationships and significant work with the pupils..." (p.84).

It is desirable for training and support to be given to form tutors, and this can be achieved within a school by setting-up in-service, staff training schemes. Teachers need guidance and clearly defined objectives and goals if the role is to be performed effectively. In this context, Hamblin (1978) considered "...where the form teachers are not performing their pastoral roles efficiently, I have found that there is often a defect in management relating to the year head or head of house, who do not have clear responsibilities for the regular training of their form tutors or for organizing the development of materials for pastoral periods." (p.141).

Staff Commitment

Although there may be different levels of responsibility in a comprehensive secondary school, it has become widely acknowledged by many writers in this field that all members of a teaching staff should have a pastoral commitment. Some find it easier than others to relate to children, especially outside their subject disciplines. Blackburn (1975) recommended "...whether he

has the appropriate gifts or not, every member of staff is expected to take part in the pastoral work of the school."(p.1). Marland (ibid) was of the opinion that what takes place outside of the classroom has implications for what goes on within. Inevitably, it makes it increasingly difficult for teachers to confine their roles to just teaching.

Origins of Pastoral Care

Pastoral Care and the Construct of 'In Loco Parentis'

The emergence of the comprehensive system of education after secondary reorganisation heralded the advent of 'pastoral care' as a specific structure and an organisation strategy perceived to meet the needs of an age of radical social change and technological development. It has since become, as intimated by Richardson (1973) and Best et al (1980), a distinctive term in the vocabulary of teachers. Yet, as Hughes in Best et al (ibid) observed, there was no specific reference made to the term 'pastoral care' in official government education publications until the mid-1970s. There is still a paucity of literature in this field especially when compared to other areas of the curriculum such as examinations.

However, pastoral care must not be envisaged as a new concept in educational institutions, since its sentiments have been enshrined in the construct of 'in loco parentis'. Traditionally, teachers in British schools have interpreted part of their role as acting in the manner of good, vigilant parents towards the children in their charge. It has been a duty exercised mainly as an incidental activity in the teaching-learning process with the intention of having a positive and salutary influence upon pupils. The extent to which they have assumed this role has probably varied from one teacher to another. Hamblin (1978) however, believed teachers in giving support to help pupils

adjust should "...never usurp the functions of parents." (p.227).

In discharging their responsibilities in the past, Marland (1974) perceived teachers as having to cope as best they could with only limited resources available. From these humble beginnings, Murgatroyd (1980) claimed the pastoral care organisation has become "...a mechanism by which the schools discharge their duty to care for the welfare of their pupils in the manner of a reasonable and 'careful' parent, whilst at the same time minimising the harmful effect indecision and personality difficulty can have upon the academic purposes of the school to which the pupils are assumed to subscribe." (p. 9).

Blackburn (1975) maintained that in the past when smaller schools flourished pastoral care in the form of 'in loco parentis' operated in an "unselfconscious way" (p.1), because staff knew one another and above all the children as well as many of the parents, and this helped formal and informal communication. As schools increased in size and became more diverse, innovations of formal structures of pastoral care came about for practical reasons to help pupils cope with problems and adjustment. The convention of pastoral care inherent in an earlier tradition was simply incapable of meeting effectively the needs of pupils in a large, modern comprehensive secondary school. Marland (ibid) subscribed to the viewpoint "...that the school organization is an embodiment of its care commitment, and can substantially encourage or inhibit the quality of that care." (p.11). The HMI Wales (1978) 'Education Issues 1' recommended that 'care' should be the concern of all staff and not just the prerogative of the few who are given specific pastoral duties and responsibilities (p.56).

Religious Derivations

An etymological meaning of the adjective 'pastoral' is

given in Hayward and Sparkes (eds. 1962) as "...relating to the cure of souls or the duties of a pastor; befitting a pastor..." and the noun 'pastor' is described as "A shepherd...one acting as a spiritual guide." (9p.832). Hughes, in Best et al (1980) indicated that the word 'cure' in medieval times meant 'care', hence the term 'cure of souls' (p.26). The word 'pastor' is derived from the Latin 'pascare' which means 'to feed'. These derivations suggest the term 'pastoral' came from religious sources, where for example, in the 'New Testament' Christ is Personified as the Good Shepherd feeding His flock. Its usage in schools may have been conceived with this in mind, and the pastoral leader caring for his or her pupils would have been analogous with the shepherd tending his flock.

Dooley, in Best et al (ibid), hypothesised that there is a close correlation between the concept of authority and the role of a pastor. Whether the authority implicit in pastoral care emanates from a pastor or else from the notion of the teacher acting in loco parentis - or even both - is a matter of conjecture. Nevertheless, a sense of authority in this context is real. Dooley (loc. cit.) developed the hypothesis by claiming as "...schools have been traditionally thought of as structures of authority, it is possible that 'pastoral care' was deliberately chosen to direct attention to the task of looking after and guiding pupils." (p.24).

Ideological and Political Considerations

It is possible that pastoral care evolved as part of an enlightened, egalitarian, and political viewpoint embodied in the classical liberal ideology prevalent in the post-war period. In providing secondary education for all as a political initiative, the comprehensive school system was conceived to cater for children of a wide range of ability and aptitude. Pupils themselves

attending such schools came from an assortment of socio-economic backgrounds. The Crowther Report (1959) and the Newsom Report (1963) made it clear that the purpose of education was to benefit the individual and the nation. If this holds true, then Craft (1969) was of the opinion that guidance and counselling services as integrated features of the pastoral care organisation might be placed in an invidious position. It makes problematic the notion as to whether these services should be fundamentally concerned with the needs of the individual or the needs of the State (p.20).

Morris (1972) felt schools had a dual responsibility of developing personal autonomy and also of preparing pupils for adult life. The HMI (1977) 'Curriculum 11 - 16' maintained "...the educational system is charged by society ...with equipping young people to take their place as citizens and workers in adult life.. Secondly, there is the responsibility for educating the 'autonomous citizen', a person able to think and act for herself or himself." (p.9).

The impact of a comprehensive secondary school upon its pupils can be considerable. Schools do much to 'shape' individuals, especially with regard to attitudes. Pupils spend a substantial part of their time in school each day, and Jones (1977) remarked "Seven hours a day, five days a week is a considerable amount of time. It is certainly more time than average working parents spend with their family..." (p.17).

Definitions of Pastoral Care

It is difficult to give a precise definition of pastoral care that would be universally acceptable. The limited literature available in this field reveals a reluctance to offer formal definitions. What definitions there are tend to be arbitrary. The consensus viewpoint is that pastoral care in the comprehensive school with all its ramifications is concerned basically

with the care of pupils ensuring the environment is conducive to the learning process. The HMI Wales (1982) 'Education Issues 5' envisaged the chief function of pastoral care as fostering "...the child's learning. It is to help him through his schooling by mediating between him and the school as an institution, identifying his needs and deploying the resources of the school to meet them in the full range of its activities as well as in the context of formal lessons." (p.2).

Marland (1974) proposed that pastoral care means "...looking after the total welfare of the pupil..." (p.9), and he felt schools must decide in terms of socialisation as to whether its pastoral care organisation is responsible for the whole person. Dooley, in Best et al (1980), believed that in certain schools it could be defined as set tasks and activities aimed at promoting the personal development of pupils. Hamblin (1978) postulated a system designed to create an environment that is flexible but conducive to meeting the needs of all of its pupils.

Best et al (ibid) argued pastoral care "...just does stand for 'multifarious kinds of personalized service' and that it is unreasonable to expect more precise definitions ... educational innovations ought to be based on more clearly defined and shared understandings of the categories being used, and that this has hardly been the case in regard to 'pastoral care'." (p.7). Furthermore, there has been a marked difference or variation between theoretical pronouncements in this field compared with what actually happens in many schools. Best et al (ibid) stated, "Statements about pastoral care are inclined to be woolly prescriptions for what it ought to be rather than realistic assessments of what actually goes on in schools." (p.292).

Concepts such as 'the whole person', 'personal development', and 'personal autonomy' are so global and ambiguous, that

they would require further definition. Murgatroyd (1980) perceived pastoral care as a service concerned with offering advice and guidance in helping pupils to adjust to school. "Pastoral care is primarily a structural-organisational device for socialising and controlling pupils which sustains the organisation of schools by minimising deviance." (Murgatroyd, *ibid*, p.9).

The Influence of the American Guidance Tradition

Pastoral care activities in British schools have been influenced to a great extent by the American experience, even though the term 'pastoral care' is not found in American parlance. Guidance and counselling are key words in current use in the language of educationalists in American schools and colleges. Craft (1969) subscribed to the viewpoint that the guidance activities found in the American system would continue to influence British thinking for some years to come (p.10). Lytton (1969) in discussing the nature of the American influence recommended it should be examined in order to seek "...a rational way of differentiating ourselves from it." (p.79). In spite of the cultural gap there may be much to learn from a closer perusal of the systems operating in America that could be beneficial to British schools.

Educational, vocational, and personal guidance are all American in origin where they come under the aegis of the 'counselor'. Cicourel and Kitsuse (1963), as a result of their research undertaken in Lakeshore High School, discovered that the student guidance services were operated by three types of 'counselor': the 'teacher-counselors'; 'counselor-teachers'; and finally, the 'counselor', of whom only the latter was trained and qualified in the behavioural sciences (p.86). At Lakeshore, guidance was seen as a specialist function. Shaw (1973) described such a specialist as "...a professional person working within the school system whose primary task is the application of skills and

theory derived from the behavioural sciences. The professions usually encompassed by this description include school counselling, school psychology, and school social work." (p.xii). The qualified person's work was envisaged as an essential part of the student's education rather than being a merely cosmetic or peripheral function. It was felt that ad hoc, isolated, guidance activities should be incorporated into guidance programmes which could be evaluated periodically to ensure continued effectiveness.

In the American system, programmes of activities were devised as a personalised service to help the individual, and this was a perspective propagated by Little and Chapman (1953). The theme was developed by Landy and Palmer (1962), who appreciated that it was well nigh impossible to meet all the special and individual needs of pupils in the classroom situation. It was thought guidance services might bridge this gap.

Havighurst (1948), Snygg and Combs (1949), Dressel (1953), Traxler (1957), Stewart and Warnoth (1965), Erikson (1968), and Mahler (1969), stressed the importance of guidance services in developing the 'self' concept. Individuals needed to understand themselves more fully having a clearer idea about their abilities, aptitudes, interests and personality in order to "...reach a state of complete and mature self-guidance." (Traxler, 1953, p. 2). Willis (1957) shared Traxler's sentiments in stating "Self-guidance is the goal of guidance." (p.490). The importance of vocational guidance was echoed by Parsons (1908), Katz (1963), and Roeber (1963).

Guidance as a Function of Pastoral Care

The aspect of guidance is crucial to the functions of pastoral care in educational institutions in Britain. Murgatroyd (1980) claimed pastoral care "...represents the guidance tradition

of British schools." (p.6). Miller (1961), Milner (1974), and Hamblin (1978) viewed guidance as a structured and developmental process, where the individual is given information, knowledge, and advice to assist himself or herself in making plans and decisions. Many writers in this field have expressed concern about guidance programmes featuring only at critical points in a pupil's schooling, such as first entering the secondary school, choosing subject options in the third year, and finally on leaving the fifth year. The consensus viewpoint is that guidance should be an on-going activity developed in programmatic form as in the Baldwin and Wells (1979) Lancashire scheme entitled 'Active Tutorial Work'. If guidance is to have maximum effect, it is widely acknowledged that it should be systematically organised and extended to the primary schools in order to be a focal point throughout a child's schooling.

Educational, vocational, and personal guidance are generally regarded as the three components of the pastoral care system in Britain. Many writers have subscribed to this viewpoint, including Lytton and Craft (1969), Moore (1970), Hughes (1971), Milner (1974), Hamblin (1978), Murgatroyd (1980), and Best et al (1980). Jones (1977) thought of each strand as being "inextricably entwined" (p.26). Custom and practice, however, conveyed the impression that in some secondary schools there are broad differences in interpretation of these three perspectives while in others, as Murgatroyd (ibid) intimated, the strands are seen as synonymous (p.3).

Shaw (1973) maintained that in the American system, teaching came first and it was primarily concerned with imparting knowledge and was subject-based. It was followed by the development of school administrations to cope with the increasing size and complexity of organisations, and then he claimed "...as new

knowledge began clearly to indicate that children were considerably more than passive receptacles into which information could be poured, the third force, guidance began to develop." (p.7). A similar sequence of events has been paralleled in the British system of education, where Holden (1969) pointed out the term 'guidance' represents a variety of services that are made available to help pupils and these include the schools psychological service, the education welfare officers, social workers, probation officers, and medical services.

Pastoral Care and Counselling

Pastoral care has a quite distinctive guidance tradition as compared with counselling, chiefly because the latter is usually undertaken by professionally qualified personnel: Holden (ibid), Hamblin (1978), Murgatroyd (1980), and Best et al (1980) have all endorsed this viewpoint. Unlike Britain, America uses the term 'counseling' to embrace all three strands or components of the guidance system. It has a distinct meaning as compared with its British counterpart. Lytton (1969) remarked, "The Holy Trinity of counselling - educational, vocational and personal - exists more in theory than in practice in the United States." (p. 85).

The comprehensive secondary school is a complex unit partly because it educates pupils from a wide range of social classes, family backgrounds, abilities, and aptitudes. Many schools are large structures catering for a nominal roll of sometimes as many as two thousand pupils. Consequently, educationists like Pedley, in Lytton and Craft (1969), desired an efficient counselling service in schools. For example, children with special educational needs may be in even greater need of skilled counselling since they have already developed problems. Shaw (1973) observed that an effective 'counselor' should have an over-

riding objective of "...freeing all children to learn." (p.38). Lawrence (1973) was of the opinion that developing the self-concept through a programme of individual counselling should result in increased motivation that would benefit in particular the remedial pupil with special learning difficulties.

(Counselling and Personal Autonomy

Many writers in this field considered it imperative for schools to accept responsibility to develop personal autonomy in pupils. Snygg and Combs (1949), Warnath (1965), and Lawrence (ibid), emphasised the value of the construct of the self-concept, and the themes of self-understanding and ego identity have been reiterated by numerous educationalists in the post-war period. Sadler (1981) in a qualified endorsement stated there are acute perils for counsellors, if they are teachers attempting to be forceful, authoritarian, directive, and domineering. Gill, in Marland (1974), urged that counselling should be non-judgemental and non-directive as "...the counsellor's purpose is not to judge a client but to accept him as a person of worth; not to give answers, but to assist the individual to find his own solutions to his particular problems...Counselling is client-centred." (pp. 123 and 124).

Murgatroyd (1981) hoped counselling would develop 'self change' in individuals so becoming "...more self-directing, more self-activating and more autonomous both in their personal life and in society." (p.16). Jones (1977) defined counselling as "...an enabling process, designed to help an individual come to terms with his life as it is and ultimately to grow to greater maturity through learning to take responsibility and to make decisions for himself." (p.25). Murgatroyd (1980) acknowledged the value of "...empathy...warmth...and genuineness " (pp. 4 and 5) in counselling relationships.

Some teachers in positions of authority may feel that developing pupil autonomy militates against the tenets of pedagogy in developing conformity in children. The introduction of school counsellors in Britain in the mid-1960s continues to be regarded with mixed feelings and suspicion by some teachers of whom the majority, as Jones (1977) maintained, envisaged it as a threat to their professional autonomy. The school counsellor is not expected to substitute for the normal functions of the teacher. On the contrary, the system of counselling is designed to complement the professional functions of the teacher. In helping children to understand themselves more fully, Holden (1969) subscribed to the viewpoint of a personal counselling service acting as a bridge between the classroom teacher and the pupil.

In 1973, Murgatroyd (1980) reported there were barely 500 trained counsellors in British secondary schools, and yet in America in 1953 there were approximately 15,000. Many educationists recommended counsellors should undergo training to specialise in this field. Gill, in Marland (1974), believed such expertise would make the counsellor more resourceful than other members of staff. Kline and Row, in Lytton and Craft (1969), considered that training would enable the counsellor to develop specialised skills and knowledge. It would be important however, to ensure only suitable candidates were chosen as trainees for this kind of work.

Counsellors and Clients

Marland (ibid) felt that counsellors require empathy and understanding to be able to cope with the role. Muir (1981) advocated sincerity and an ability to cultivate good relationships with clients. Such a service should be available to all pupils. Holden (ibid) proposed the moral function of counselling "...is to hold out a hand to anyone who is struggling in the

pool of life." (p.202). Whether the counsellor should seek out potential candidates is viewed with mixed feelings by writers in this field. Murgatroyd (1980) respected the volition aspect and opposed coercion or any attempt to seek out pupils. In America the situation has been rather different. Cicourel and Kitsuse (1963) stated that the counselors interview all pupils at least twice a year and it is during these sessions many of the client's problems emerge.

Counselling and Confidentiality

Confidentiality was described by many educationalists as an integral feature of the counselling service. Cicourel and Kitsuse (ibid) expressed the viewpoint that confidentiality must be respected even if the interview with a respondent reveals adverse information about teachers or other personnel. Holden (1969) endorsed these sentiments. Curtis (1981) in another perspective of counselling argued the service ought to create an atmosphere conducive to candour thus reducing the necessity for confidentiality. Szasz (1974) contended a confidence should only be broken with the permission of the client.

Hamblin (1972), however, proposed a breach of confidence if the respondent as a legal minor was placing himself or herself in any danger. In protecting a pupil in this way under extreme circumstances, Hamblin (ibid) considered it was still necessary to inform the client of one's intentions. Breach of confidence is a very moot point. A priest is bound by oath to respect confidences, whereas a doctor of medicine uses discretion in such matters. The moral implications are considerable. Probably, most school counsellors would place themselves in a position similar to that of the doctor as opposed to that of the priest.

Children with Special Educational Needs

Terminology

Terms such as 'backward', 'educationally subnormal',

'remedial', 'slow learner', 'retarded', 'dull', 'disadvantaged', 'children with learning difficulties', and 'maladjusted', have become for children with special educational needs labels that are subject to wide interpretation. Pupils with special educational needs in comprehensive secondary schools have disabilities that are reflected in some loss of skills and functions: the loss itself may be only temporary. Gunzburg, in Clarke and Clarke (1974), claimed it could be feasible "...to achieve a reasonable degree of competence by decreasing the handicap even though the impairment itself remains. Special education in particular attempts to deal systematically with this task." (p.628).

Institutional Arrangements

'Special education' is a descriptive term applied to the various schools and services instituted to provide suitable education programmes for those pupils experiencing difficulty in cognitive, mental, physical or emotional functioning. A fundamental aim of an educational institution providing special arrangements is to allow each child to realise his or her full potential within the given limitations of that institution, while simultaneously recognising individual differences in age, ability, aptitude, and educational development. Education programmes devised for these pupils are generally child-centred with the emphasis on the individual rather than the group developmental system. Provision for such children may vary markedly from one part of the country to another.

Tansley and Gulliford (1960) reported the arrangements laid down by the 1944 Education Act "...required local education authorities to have regard 'to the need for securing that provision is made for pupils who suffer from any disability of mind or body by providing either in special schools or otherwise, special educational treatment, that is to say, education by

special methods appropriate for persons suffering from that disability'." (p.4). The Act described the ten categories of handicap as compared with five listed previously. The Open University (1976) 'Cultural Influences on Cognition and Attainment' described the response in Britain to meeting these categories of handicap as to provide special schools or remedial departments in ordinary schools for this comparatively small percentage of the school population. (p.96).

Segal (1974) maintained that children with Intelligence Quotients less than fifty were still regarded as ineducable. Those with Intelligence Quotients between fifty and seventy were no longer referred to as mentally defective, but were integrated into a new and much larger category described as 'educationally subnormal' (ESN). (p.127). Such children were deemed to be 'slow learners' and in analysing this term the D.E.S. (1971) Education Survey 15 reported it is "...used to cover various groups of children otherwise referred to as 'dull', 'retarded', or 'educationally subnormal'." (p.v). The D.E.S. (1967) Plowden Report described 'slow learners' as "...children who are genetically poorly endowed as well as those of average ability who are seriously retarded in their attainments." (p.301). The bulk of these children are educated in the ordinary schools and only a small minority are placed in the special education schools.

It was claimed in the D.E.S. (1971) Education Survey 15 that in addition to special schools for handicapped children most pupils in need of special provision are located in the ordinary primary and secondary schools. Wedell, in the Foreword of Ainscow and Tweddle (1979) postulated that the needs of these pupils should be met in the ordinary schools. A similar viewpoint formed the basis of the reforms of special education outlined in the 1981 Education Act. The Act was the government's

response to the D.E.S. (1978) Warnock Report, and it placed a duty upon all local authorities to educate as far as possible all children in ordinary schools. It anticipated about two per cent would have severe difficulties that could not be met by the ordinary schools, and in these instances local authorities were empowered to make alternative educational arrangements in consultation with parents "...as well as medical, psychological, and educational experts." (T.E.S., 1983, No 3483, p.15).

Social and Environmental Influences

Underfunctioning and underachieving at school are sometimes attributed to socio-economic deprivation which can have a significant affect upon the learning process especially when children are young. Petrie (1971) considered attitudes to learning are determined at an early age:

We do not know for certain how 'sensitive' certain periods of growth are, or whether, if specific skills are not mastered at a particular time, they cannot be acquired later on, but we can say that opportunities missed are not easily made up. If a child gets a poor start to life through inadequate preparation for school, he is likely to fall behind his better-prepared contemporaries and to earn the label of 'backward', 'retarded' or 'slow learning' by the time he is due to leave the infant school. (p.3).

Wilson, in Hollins (1964) suggested a child's early upbringing "...will largely determine not only his behaviour-patterns but also the general trend and tone of his beliefs." (p.34). Rutter (1972) also believed early upbringing is crucial and stated: "That 'bad' care of children in early life can have 'bad' effects, both short-term and long-term, can be accepted as proven." (p.128). Children designated remedial are vulnerable and can become severely handicapped, because once falling behind their peers especially at a young age they tend to lag even further behind.

Poverty of language is possibly the most crucial factor in deprivation since it contributes to other areas of disadvant-

age. Pringle (1965), Agee and Evans (1969), and Rutter (1972), expressed the viewpoint that those impoverished in language are at an acute disadvantage in a world that relies so heavily upon ideas, knowledge, and communication. Sometimes there is a wide gap between the language experiences of some families and the linguistic background provided in schools. Chazan (1973) felt that deprived, disadvantaged children lack the play materials, books, linguistic development, and stimulation, when compared to their middle-class peers, and the former may "...spend their early years in an intellectual vacuum." (p.4).

Pupils from low socio-economic groups invariably suffer from language and perceptual deficiencies, a poor self-image, acute behavioural problems including delinquency and truancy, early withdrawal from school, inattention, and a lack of motivation. There is mounting evidence to support the contention that the classical-liberal, egalitarian concept embodied in comprehensive secondary schooling is not succeeding as far as most children from low socio-economic groups are concerned. Husen (1975) proclaimed, "...the formal education system as the 'great equalizer' has however, been shaken by the findings, and even moreso by interpretations of Jencks (1972) and his associates." (p.7). This belief was discussed in an earlier study by Coleman (1966) and it has prompted much debate since that time. Byrne et al (1975) differed from Coleman by contending, "When education and environment are equal, the influence of class background on the attainment of such children in different LEA areas is markedly reduced...Our results lead to the suggestion that the most important mode is through the structure of educational provision. In short, schools do matter." (p.166).

The relationship between home and school is also significant. Sumner and Warburton (1972) were of the opinion that con-

tact between home and school, and stability at home, are paramount in combating cultural deprivation. There is substantial evidence available linking low achievement and attainment with social class. Cicourel and Kitsuse (1963) hypothesised that in the American educational experience "...social class and organizational sponsorship, as opposed to capability, are critical for the manner in which students are processed through the school system." (p.13). The Open University (1975) 'Cultural Influences on Cognition and Attainment' concluded that in Britain research work carried out since the early 1950s has revealed that scholastic attainment is very much linked with social class (p.68). However, not all children are placed in special classes because they are mentally dull. Child (1973) stated that sometimes "...their ability has been depressed by some environmental cause." (p.270). The D.E.S. (1967) Plowden Report claimed parental attitudes are fundamental to a child's development and attainment as opposed to home circumstances like size of family or socio-economic grouping (p.44).

Davidson and Greenberg (1967) perceived a close correlation between socio-economic background and the level of academic performance, but when the attitudes and values of pupils coincide with "...those of the teacher, the higher was their academic performance." (p.2). Wiseman (1968) and Musgrave (1972) in what may be considered to be minority viewpoints argued the comprehensive school has failed to achieve one common culture for all its pupils to follow, and this has meant the school's influence over the child - as compared with the parents and home environment - is minimal. Most writers in **this** field would probably agree that the way in which schools organise their curricula can have an important affect upon the pupils.

Schonell (1942) and Moseley (1975) perceived backward

children becoming discouraged once a sense of failure has taken root. Holt (1964) claimed the majority of pupils fail in school (p.9), but it is really a question of degree. Pupils may experience failure periodically, but those with special educational needs tend to fail regularly and sometimes severely in a variety of tasks until their disabilities are identified and a suitable programme of remedialness devised for them. Occasionally, pupils are backward for reasons other than being innately dull, such as an environmental factor which can impede progress. Once the source of trouble has been diagnosed and removed, it is often just a question of catching up. Child (1973) pointed out that even pupils with Intelligence Quotients of a 100+ sometimes require remedial help (p.270).

Backwardness in the three R's may lead to emotional problems that are manifest in disruptive behaviour. Moseley (1975) believed there is evidence to suggest that much of the work undertaken with slow learners does not allow for individual differences between the various categories of handicap. The cause of the backwardness, as intimated by Tansley and Gulliford (1960), is not a central issue in deciding the need for special educational treatment.

Selection

Psychometric tests are usually standardised so that results will follow a normal probability curve. McLeish (1963) considered this does not mean intelligence is normally distributed. Phillips (1976) developed the theme by stating, "The argument concerning the distribution of intelligence has been raging ever since I.Q. tests were devised at the beginning of the century, and is an argument that is unlikely to be resolved, especially since it is virtually impossible to propose a viable definition of intelligence." (p.21). Many educationalists

expressed the viewpoint that what appears to be innate intelligence may be misleading as some children's scores in psychometric tests can be influenced by their socio-economic background as well as ability groupings like streaming or setting.

In the past, intelligence tests were used extensively to segregate pupils with special educational needs. Ainscow and Tweddle (1979) believed psychometric tests are reasonably reliable and useful in comparing children's innate mental ability at a given time. Such tests may be considered as valuable measures in helping to place pupils in either special schools or special classes in the ordinary school. Many writers suggested these tests were of significance when comparing results between pupils of similar chronological ages.

Although losing favour for a number of years, psychometric tests are now re-emerging in schools notably at the primary - secondary school pupil transfer stage. The tests are currently seen as just one aspect of a deeper analysis of a pupil's abilities and development. In the school situation, the pupils need to be endowed with the ability to use verbal and numerical symbols, and these include letters, words, a series of words, figures, and a series of figures. As these symbols constitute what is regarded as intelligence, Husen (1975) observed "...the implicit aim is to measure the ability to deal with symbols - and it is this that is referred to as scholastic ability." (p.53).

Integration

There is growing concern expressed by a number of writers in this field, that children who are categorised as 'slow learners' in schools return to the ordinary classes as soon as possible after a programme of remedial action. Carefully devised schemes of work to meet individual needs may sometimes

be sufficient to help overcome retardation. This perspective was propagated in the Open University (1976) 'Problems of Adjustment and Learning' (p.41). McFarland (1971) felt many causes of backwardness, including absence and poor relationships, were often of a temporary nature. Griffin (1978) suggested a major problem for children deemed 'slow learning' or 'remedial' was to "...find a way to overcome their negative attitude to themselves and their feelings of lack of self-worth." (p.14).

Schools should try to identify those pupils in need of remedial education at the earliest possible time and this would also apply to pupils ready to return to the mainstream. Banks and Finlayson (1973) concluded from their investigations that pupil achievement was linked to their placement in the school structure. This has far-reaching implications for children categorised as having special educational needs, who are placed in special education classes, especially if they are misplaced or else there is inadequate monitoring of progress to ensure a policy of early return to the ordinary classes or mainstream.

Ainscow and Tweddle (1978) recommended where initial segregation is followed by a policy of reintegration, thought must be given to the concept of "...curriculum matching. It is necessary to analyse carefully the curriculum into which we are to readmit the pupil, and to determine the skills he will require if he is to do this successfully." (p.180). When pupils are returned to the ordinary classes, it is imperative to monitor their progress closely. In this context, Stevens (1981) emphasised it can too readily mean "...letting them sit in the back row of the class and ignoring them." (p.9). In returning children to the mainstream, the D.E.S. (1978) Warnock Report was particularly keen to urge that all pupils with special educational needs should as far as possible have the same opportunity to

self-fulfilment as experienced by other children (p.99). Moseley (1975) preferred a system of temporary withdrawal or referral to operate in specific subject areas where weaknesses are apparent, rather than pupils with learning difficulties being placed full-time in special education classes.

In some instances, special education departments and those pupils assigned to them may experience a lack of esteem by teaching colleagues and pupil peers respectively. Reduced expectations and demands from teachers may prevail and this might be detrimental to slow learners, and it could perpetuate the concept of the self-fulfilling prophecy. Furthermore, some parents of remedial children may feel the lack of social interaction across the ability spectrum denies their children a full education.

The Schools Council (1970) Working Paper 27 reported that the majority of schoolchildren with special educational needs were underachievers. Their sense of frustration is aggravated by repeated failure. Pyart (1981) considered a remedial pupil, who experiences failure, fears a loss of self-esteem, particularly from his or her peers during the formative years of adolescence. This experience can be exacerbated by social disapproval which may lead to varying degrees of anxiety. Children with special learning difficulties need to be encouraged and stimulated, and they should be cushioned against any sense of failure.

Motivation

Motivation is a key factor in stimulating pupils in the learning process and this viewpoint is shared by many educationists, including Tansley and Gulliford (1960) and Lawrence (1973). The HMI Wales (1982) Occasional Paper acknowledged a need for schools to review and reinterpret subject content so as

to make it more relevant and meaningful for children who are less able. Teaching methodology is important in this context too. Underachievement and poor motivation in the comprehensive secondary school can be arrested by reappraising the curriculum and ensuring it contains elements of balance. Monitoring pupil progress can result in further stimulation. Most children respond favourably when their efforts come under close scrutiny.

The teacher's expectations are important. McCreesh and Maher (1974) acknowledged the mounting evidence to confirm the belief "...there is a relationship between teacher expectation and a child's actual performance." (p.69). Banks and Finlayson (1973) contended that the school has an important influence on pupil achievement. Rutter et al (1979) advocated teachers being consistent in the classroom, keeping to certain norms, checking and marking books, and being punctual in attending lessons. There is nothing revolutionary or avant-garde about such an approach: it is regarded as good practice in teaching and would be expected by most parents. However, Cicourel and Kitsuse (1963) in a markedly different conclusion claimed poor pupil performance is attributable to "...motivational, personal and social problems, not methods of teaching, preparation (readiness), or aptitude." (pp. 62 and 63).

Whenever the opportunity arises in the classroom, incentives can be introduced to motivate pupils and nurture learning. Lovell (1971) appreciated incentives are an integral part of motivation. Once a pupil is motivated his or her anxiety recedes, and underachieving and underfunctioning can be compensated to some extent, and indeed in some cases overcome.

Evaluation

Definition

Cooper, in Tawney (1976), defined curriculum evaluation

as "...the collection and provision of evidence, on the basis of which decisions can be taken about the feasibility, effectiveness, and educational value of curricula." (p.10). In recent years, the term 'evaluation' has become very fashionable currency in education to such an extent that it is in danger of becoming a bandwagon in curriculum development. If concepts like aims, objectives, and accountability are to have any significance, then the process of evaluation is a necessary function. Thorndike and Hagen (1969) defined evaluation as,

The complete process of identifying the objectives of an aspect of education and appraising the extent to which those objectives have been achieved. Evaluation is likely to use tests as tools, but also to include other informal types of evidence, and undertake to integrate them into a value-judgement of the effectiveness of an educational enterprise. (p.647).

Educationalists widely accept the term evaluation as meaning to judge the value or worth of something. MacDonald, in Tawney (1976), in accepting this universal meaning of evaluation appreciated that in the context of education the evaluator is assumed to adjudge the merits of educational programmes (p.128). Troyer and Pace (1944) considered evaluation must answer two questions, namely: "What progress am I making?" and "What success is our educational programme having?" (p.1). Shaw (1973) was of the opinion unless evaluation is undertaken with a firm intention of effecting change, there is little point in this function. If evaluation is to make an impact upon curriculum development it is essential that the evaluator should not try to prejudge the outcome, otherwise it could influence the neutrality of the enquiry. In this respect, Stenhouse (1975) proposed the "...developer should be an investigator rather than a reformer. He should start from a problem not from a solution." (p.120).

In perusing programmes, information would become available as to what changes, if any, of aims, objectives,

subject content, pedagogic methodology, and materials are necessary to improve the programme. Cronbach (1963) in a revolutionary approach maintained that in gathering data, the course developer would be able "...to make decisions about an educational programme." (p.672). Stake (1967) in developing the theme claimed a full evaluation "...tells what happened. It reveals perceptions and judgements that different groups and individuals hold...It tells of merit and short-coming. As a bonus, it may offer generalization..." (p.5).

Measurement and Evaluation

Ebel (1972) in subscribing to the widely held viewpoint of the concept of evaluation equalling judgement of worth or merit stated it is "...sometimes based solely on measurements such as those provided by test scores but more frequently involving the synthesis of various measurements, critical incidents, subjective impressions, and other kinds of evidence." (p.450). Although the evaluator can assemble data based on observations, questionnaires, interviews, documentary evidence, value judgements, as propagated by Cronbach (1963), Taylor (1971) concluded if evaluation was to have greater validity, prestige, and significance there ought to be "...deliberately contrived experiments with measured results derived from batteries of tests." (p.219). Wiseman and Pidgeon (1970) advocated measurement taking place first before any evaluation. A measurement is usually envisaged as a quantitative factor as in measuring achievement, but subjective value judgements about different kinds of data and evidence would be seen as qualitative.

Assessment and Evaluation

Measurement is invariably perceived as forming an integral part of assessment, and there is a close correlation between assessment and evaluation. Monitoring pupil progress is

considered an essential feature of assessment. Anderson et al (1973) in acknowledging this connection added that the term assessment is best limited "...to the process of gathering the data and fashioning them into an interpretable form; judgements can then be made on the basis of this assessment." (p.27). The HMI Wales (1981) Educational Issues 3 endorsed the viewpoint that the process of evaluation would normally incorporate an element of assessment. (p.16). Wheeler (1967) perceived assessment "...as a pre-requisite to evaluation." (p.268), because it is concerned with studying any behavioural changes occurring within pupils. Assessment procedures would try to ensure the extent and the nature of the changes. Procedures may include measurement, rank orders, assumptions, and any appropriate statistical techniques.

Rowntree (1977) envisaged 'assessment' as referring to the achievements of a pupil, and 'evaluation' as a process of seeking to discover the effectiveness of a course programme of teaching. He stated, "Assessment is also a necessary pre-condition for diagnostic appraisal (not grading) that enable us to claim we are teaching." (p.6). Deale (1975) had also subscribed to the concept of assessment being an essential part of teaching. However, it must be accurate, otherwise injustices can arise like the misplacement of pupils. Inadequate assessment may result in children losing confidence and underachieving, so that they never fulfil their true potential.

Aims, Objectives and Evaluation

In contemplating the efficacy of an educational activity, as a pre-requisite, the aims and objectives must first be formulated and appraised. "The first stage in the evaluation of any course therefore is to set down what the teacher is trying to achieve - the aims and the objectives of instruction." (Wiseman

and Pidgeon, 1970, p.29). Salaman (1980) believed the value of an aim "...can be determined through favourably assessed objectives..." (p.196 and 197). It is important to consider the relationship between aims, objectives, goals, and evaluation, since these can all contribute to an improvement in the decision making processes within an educational organisation. Brocklehurst (1971) believed aims selected with evaluation in mind should be "...sufficiently precise and clearly delineated to be capable of translation into terms of method and to form an adequate basis for purposes of evaluation." (p.31). Childs (1973) felt in evaluating the curriculum it soon becomes clear how effective the objectives, subject content, and learning experiences have been (p.370). Murgatroyd (1980) maintained unless objectives are stated clearly and are thoroughly understood, it would be difficult to perceive how effective the activity was in operation.

Evaluation as a Terminal Activity

Traditionally, evaluation has been regarded by many writers as a terminal activity mainly through the influence of Tyler (1945) in his behavioural objectives' model, and Bloom (1956) in his 'Taxonomy of Educational Objectives'. During the past decade, the terminal nature of evaluation and assessment changed somewhat to being looked upon as important, continuous processes. This perspective was propagated by Child (1973), McCreesh and Maher (1974), Jeffree, McConkey, and Hewson (1977), D.E.S. (1978) Warnock Report, and Ainscow and Tweddle (1979).

There is no reason why evaluation should not exist prior to the implementation of a structure or programme in order to anticipate likely outcomes. In this way it could be used to prepare innovations and much would depend upon interpretation, projected value judgements, and subjectivity.

Subjectivity

Value judgements are subjective, but they can be based

upon scientific enquiry as postulated by Scriven in Tyler et al (1967). Irrespective of whether the evaluation is formative or summative, the methods of data collection are important, because they affect the quality of the judgement. Fitz-Gibbon and Morris (1978) considered the best possible information should be gathered and the evaluator should play the role of Devil's Advocate as the data is being assembled and analysed (pp. 13 and 14). A scientific approach ought to make the evaluation a more "methodological activity" (Stake, in Tyler et al, 1967, p.5). There are different methods of evaluation, and the evaluator should not be dogmatic and confine himself or herself to a single method otherwise, as Salaman (1980) suggested there is the danger "...of the teaching being distorted solely to gratify the needs of the evaluation procedures." (p.198).

Subjectivity based on informal classroom observations has become increasingly popular as an evaluation procedure. Harlen, in Tawney (1976), was of the opinion this kind of procedure is used extensively by Her Majesty's Inspectorate, as well as the Nuffield Junior Science Project (p.30). The Associated Examinations Board in Music have also adopted a similar method in which examiners make value judgements about pupil/student instrumental performance. Wheeler (1967), Gibby in Lawton et al (1978), and Straughan and Wrigley (1980), were all sympathetic to the notion of appraisal through subjective impressions and value judgements.

However, there are dangers in basing assessments and evaluations on value judgements, because they are open to interpretation and are not free from bias. Parlett (1975) emphasised the credibility of the evaluator and his or her research by ensuring the enquiry is neutral. Harlen (ibid) in identifying certain disadvantages of relying upon value judge-

ments suggested fears could be allayed by ensuring personal observation is structured and follows agreed criteria. Jackson (1968) perceived the most important factor in personal observation as the need for the observer to keep an open mind. Observations should be undertaken surreptitiously and Popham (1975) felt this would help to obviate the 'Hawthorne' effect which might occur in this form of evaluation. Furthermore, observations and value judgements can be drawn from a variety of personnel, as advocated by Shipman (1979), which could help to broaden an enquiry, and Harlen (ibid) pointed out it could make the personal observations and judgements of the evaluator more objective (p.71).

Illuminative Evaluation

The 'illuminative' approach to evaluation as described by Parlett and Hamilton (1972) is fundamentally subjective. It does not require measurement because of its subjective, interpretative and descriptive nature. Instead it emphasises the role of observation by the researcher or evaluator. An evaluation employing this method would necessitate a critical, analytic perspective based upon progressive focussing. It comprises three stages which at any time may overlap. In the first instance, those undertaking the investigation act as observers; in the second stage, the investigators enquire in more detail as part of the progressive focussing, thus reducing the breadth of the enquiry as the issues emerge; and finally, in the third stage, the data gathered is analysed fully.

The illuminative paradigm of evaluation has its roots outside education in the field of social anthropology, where the emphasis is placed upon interpretation, model-building, and discovering hidden patterns of relationships. Jenkins, in Taylor and Walton (1973), was of the opinion that the paradigm

exemplified in Parlett and Hamilton's (1972) 'Evaluation as Illumination',

...involves a shift in related assumptions. Central to the understanding of illuminative evaluation are two other concepts, the instructional system and the learning milieu. The latter is the socio-psychological and material environment in which students and teachers work together. It is a network of cultural, social, psychological and institutional variables. Each set of circumstances is unique. (pp. 86 and 87).

The methodology of the illuminative paradigm is based primarily on participant, unobtrusive observation and when applied in the field of education it can include pupil and teacher interviews, films, conversations, questionnaires, self-report inventories, observational records, diaries, cassette tape recordings. It requires monitoring of progress and the gathering of data through continuous assessment, and the information is compiled and collated in detailed records. The records contain a mass of data including information from documentary and background sources, which are studied and processed by the evaluator, and modified in the light of new evidence. The methods themselves are mainly situational and are designed to be flexible: Stenhouse (1975) maintained that in this approach there must be no attempt by the evaluator to control what is being investigated.

Educationalists steeped in Tyler (1949) and Bloom (1956) traditions would possibly find the Parlett and Hamilton (1972) system of illuminative evaluation too informal, subjective, loose, fragmentary, unscientific, even invalid and unsatisfactory. The social-anthropological paradigm of evaluation is the antithesis of the traditional, prescriptive, behavioural objectives approach and classical or agricultural - botanical paradigm outlined by Parlett (1972) which had its origins in agricultural experimentation.

Conclusion

During the past twenty years, writers have commented on the numerous changes which have taken place in education. These include major innovations such as the raising of the school leaving age; the emergence of Certificate of Secondary Education examination courses; the introduction of a common core curriculum; the recent technical, vocational, educational initiative (TVEI); and a continuation of the policy of secondary school reorganisation.

As secondary schools increase in size and complexity, and in order to accommodate quite rapid change, increasing attention has been focussed upon schools as organisations. There are different theories, styles, and models of educational management that influence and sometimes determine the processes of decision making within an organisation to resolve its immediate and long term problems. This has considerable implications for pastoral care systems within secondary schools.

In large, comprehensive secondary schools there are substantial teaching forces. In general, headteachers of large educational institutions have relinquished some of their personal autonomy by delegating to senior staff, in particular, greater responsibility in the processes of decision making. Where there are hierarchial management structures, the nature of leadership might be deterministic and behaviourist with the rational-systems model very much in evidence. In some organisations, the nature of leadership is more humanistic offering flexibility and focussing attention upon personal relationships, staff collaboration, cooperation, enterprise, and where conflict is considered important to decision making and personal growth.

Accompanying the mushrooming of comprehensive schools,

has been the reinforcement of the in loco parentis concept incorporated in new pastoral structures created to establish effective and meaningful programmes of care and guidance to help pupils adjust to a more complex society and to find fulfilment. The concept of in loco parentis is widely acknowledged as the expression of care and concern by the teaching profession. Pastoral care activities in comprehensive secondary schools consist primarily of personal, educational, and vocational guidance. Much of what takes place in this field in British schools has been influenced by the American experience of some years earlier.

The pastoral structures in schools are usually hierarchical and appear to be viewed with mixed feelings by teachers in many schools. The pastoral versus academic split prevails in some educational institutions, and this state of affairs is widely regretted by writers. Furthermore, the role of counsellor created in a few schools is regarded with some suspicion by teachers. Yet, many educationalists in this field advocate the widespread introduction of this role into schools where no provision has been made to date. Increasing emphasis is being given to the work of the form tutor, and much concern is expressed about the lack of training given to this role. There is also a call for well-planned programmes to develop personal autonomy in pupils.

Social and environmental factors are considered paramount in influencing pupil motivation, underachievement, and underfunctioning. Although heredity may have some influence upon life chances, the home environment in particular is seen as having an enormous influence upon learning and achievement. Schools too have an important part to play in this respect by being more outward looking in increasing efforts to involve

parents and other outside agencies such as the educational welfare officer, the schools psychological service, and the social services. The community at large needs to be involved as well. Induction programmes have been instituted to improve the pupil transfer stage between the secondary school and its contributory primary schools.

Special education has a variety of terms used to describe different forms of handicap. Educational provision for these children with special needs varies from one region to another. Irrespective of the educational arrangements, the basic aim is to help these less fortunate pupils in realising their full potential while simultaneously making allowances for their disadvantage or deprivation. Selection, integration, and motivation are all seen as important concepts in this field of special education. The quality of the trained teachers, together with the provision of a relevant, worthwhile, skill-based, balanced curriculum are paramount to the learning process, as well as contributing to the development of personal autonomy in pupils. Problems can arise in the allocation of teaching staff to special education departments. For example, only a small number of these teachers have specialised training in this field. Some writers have expressed concern about inferior educational resources allocated to special education departments or special support units in secondary schools.

Aims, objectives, and the area of evaluation are currently receiving more attention in a period of greater interest in accountability. Traditional, prescriptive models of evaluation are juxtaposed with more modern subjective procedures. There is a close correlation between evaluation and aims resulting in a greater consideration of objectives. Assessment is seen as an integral feature of the evaluation process. Monitoring

pupils' progress is an essential component of assessment. If such progress is monitored efficiently and effectively, it can give an insight into a variety of educational matters including incidences of underachieving and underfunctioning by pupils, the subject content and presentation of lessons, and finally the methods employed in recording classwork and homework marks.

Evaluation is seen increasingly by educationalists as a continuous process, and it is designed to improve the quality of the organisation, its curriculum and teaching methodology.

This thesis takes these observations as a starting point for an empirical investigation of the operation of pastoral care for special education pupils in one comprehensive school.

CHAPTER THREE

SCHOOL AND DECISION MAKING

Introduction

The complex and sometimes diffuse nature of the comprehensive secondary school, especially in a large, urban institution in terms of nominal roll, has emphasised the need for a more sophisticated and efficient managerial approach to resolve the organisation's immediate and long term problems. The processes of decision making within an organisation form an integral part of management theory and is central to the success of an organisation like a large comprehensive secondary school.

It must be remembered that processes of decision making within an organisation are primarily concerned with people, and the social interaction that takes place between individuals and between groups. Talcott Parsons (1964) expressed a similar viewpoint and regarded organisations as being established to achieve specific aims, objectives, and goals. In this context, the processes of decision making were seen as a vehicle to achieve these ends and were manifested in effective leadership. Ovard (1966) described these facets of educational leadership as "...planning, initiating, managing, delegating, co-ordinating, decision making, communicating and evaluating." (p.30). This may be considered a behaviourist view of the nature of leadership. Fordyce and Weil (1979) advocated a humanistic perspective where leadership is collaborative and flexible "...shifting in style and person to suit the situation." (p.15).

Theories of educational management have been based more and more on the experience found in post war industry and

commerce. Schools can learn much from business administration where the concept of leadership has included a study of psychology and sociology as applied to management. An increasing managerial responsibility has been placed upon senior staff in large comprehensive schools to ensure the efficiency of the organisation and that the best decisions are taken. Advanced post-graduate courses in education management, like those under the auspices of the CNAA and Open University, have been introduced in "...recognition of the need for systematic management training for those involved in managing the educational system at Institutional and Local Government level." (Polytechnic of Wales, 1981, 'Prospectus for the Post Graduate Diploma in Education Management', p.1.).

The Management Structure Past and Present

It is the senior staff who usually form the management structure in a present day large, comprehensive secondary school. Prior to the emergence of comprehensive education, Lester-Smith (1966) and Burgess (1972) pointed out that the school as an organisation with its hidden and explicit curriculum was under the aegis of the headteacher who chose the extent of cooperation, communication, or consultation with his staff. The headteacher was able to exercise considerable autonomy in making decisions about the running of his or her school. Such educational institutions in the former tripartite system were generally organised as hierarchial frameworks with the autocratic headteacher often appearing as a benevolent dictator in the decision making process. At that time there was a widespread belief in education that headteachers as leaders were born and not made. The management structure and its decision making processes were simple in such a system, and

tradition bequeathed an educational system that was constant and conservative with little change taking place.

The advent of comprehensive secondary schools has seen a movement arising where oligarchical control has in some cases been superseded by authority invested in five or six men and women. Furthermore, in many new purpose-built comprehensive schools, the structure of the school has been divided into four or five separate buildings or units with mini headteachers having considerable responsibility over each unit. Today's large comprehensive school has emerged attempting to meet new needs in a time of considerable social change with a substantial teaching force under the leadership of a management body often subdivided into senior and middle managerial levels. In a typically large school with a teaching staff in excess of a hundred, the creation of a structure of senior staff responsibility can include a senior management team of the headteacher, three deputy headteachers (one of whom is sometimes referred to as the senior mistress), three or four senior teachers, and a middle management team of twenty or so heads of department, plus approximately five heads of year.

The HMI Wales (1981) Education Issues 3 recommended if the comprehensive school was to respond to internal and external pressures and to succeed as an organisation, then it

"...needs to establish open and two-way channels of communication and consultation. The head will in most cases retain the power to take decisions but should try to take them in a climate of staff opinion which is mainly favourable." (p.18).

The teaching staff as members of the organisation would need to know exactly where they stand. Haynes and Massey (1961) in proposing a controversial viewpoint stated: "Members of an

organisation are unable to work out relations among their positions without thorough guidance and planning." (p.45).

The Delegation of Power

Responsibility for decision making in British schools is in the hands of the headteacher. who, as Stenhouse (1975) claimed, is legally accountable to the governing body and local education authority. Therefore, it is the headteacher who invariably initiates the formal processes of decision making in his or her school. Even today, headteachers are free to wield immense power if they so desire. Barry and Tye (1972) in arguing that headteachers should delegate some powers if the school is to succeed stated, "Delegation is an integral and unavoidable part of the process of organising and running a school." (p.99).

Musgrove (1971) maintained there was ample evidence to show that teachers would like to see a greater devolution of power in schools than experienced hitherto. Nias, in Bush, Glatton et al (1980), concluded that the majority of teachers seek strong, positive leadership with a balance held between centralised and decentralised decision making. Hoyle (1975)

believed, in general, teachers enjoy much autonomy in the classroom, but have little involvement in the processes of decision making in matters of school policy. Easthope (1975) was of the opinion headteachers were reluctant to relinquish the decision making role to others, and instead wanted to retain their extremely powerful role. Easthope (ibid) considered "...the power exercised by the head can be compared to the sovereign of a state whose powers are limited only by the willingness of his subjects to obey his commands but whose right to give commands is not disputed by his subjects." (p.37).

Fayol (1929) and Weber (1964) regarded the ideal model of

effective school bureaucracy as a well-defined chain of command where the hierarchial framework illustrates clearly the lines of authority and responsibility. The individual needs to know the framework against which such decisions are made. Taylor (1971) felt many decisions in an educational institution are repetitive and routine, and that policies can be formulated to deal effectively with them.

The headteacher of a big school receives so much information each day, that if he or she dealt with it all a huge backlog of decisions would accumulate almost immediately and this could result in frustration within the organisation. In this instance there is always the danger the headteacher would try to control as many decisions as possible. A bottleneck situation might develop, where decisions made are based on inadequate information and advice. Fordyce and Weil (1979) hypothesised that in an effective, successful organisation "...points of decision making are determined by such factors as ability, sense of responsibility, availability of information, work load, timing, and requirements for professional and managerial development. Organizational level as such is not considered a factor." (p.13). Taylor (ibid) believed subordinates could be given the authority to make decisions leaving only the exceptional ones for a superior.

Definitions of Decision Making

Edmonds (1971) postulated that an educational institution requires someone to accept responsibility for the operation of its systems. He amplified the statement by maintaining where responsibility is assigned "...the authority to act must be delegated. The authority to make decisions in the area of one's responsibility is not undemocratic, nor is it autocratic. Leader-

ship and authority are not incompatible with democracy. Indeed, the use of authority is necessary if the leader is to function at all." (p.3).

Hughes (1970) suggested the role of decision making comes under the umbrella term of either "...'managerial' or 'administrative' roles." (p.51). Four styles of decisions were identified and defined by Loubser, Spiers, and Moody (1973) as,

... 'tell decisions' which are either trivial or so vital to the accountable person that he had to make the final decision himself;

'sell decisions' are such that the accountable person can contemplate only one possible course of action but clearly realizes that its success depends upon its acceptance by others;

'consult decisions' for which the accountable person before choosing an alternative seeks to get maximum input from everyone concerned or with special knowledge, but is not prepared to share the ultimate responsibility for deciding; and

'share decisions' where the accountable person is willing to let someone else share in the decision, accepts the joint decision and shares accountability with others. (p.239).

If rank and file teachers are given responsibility in schools, a number of writers in this field - including Heycock (1970) - advocated such teachers being given authority to make decisions commensurate with their responsibility. Participation must be more than a calculated manoeuvre to gather support for predetermined policies. John (1969) observed, "Nothing is more degrading or unacceptable in consultative processes than the impression that one is being manipulated. This remains true when it is only an impression, and not the reality." (p.8).

Staff are only given meaningful responsibility when the headteacher is prepared to delegate, thereby relinquishing some personal autonomy. The sum total of a group effort in the decision making process is more than the sum total of the individual effort. The HMI Report (1977) pointed out, "The most important single factor in the success of schools is the

quality of leadership of the head." (p.36). The headteacher needs to appreciate fully the strengths of his or her teaching staff and to harness such talents and expertise. The headteacher might retain the power to make decisions, while simultaneously remaining open-minded to the views and arguments of others. On the other hand, the quality of leadership of the headteacher may be envisaged as an ability to encourage and enable leadership in others by minimising his or her decision making.

Decision Making and the Academic/Pastoral Split

Where there is a clear division between the pastoral and academic functions in a large comprehensive secondary school, a number of problems may arise that affect organisational behaviour and the decision making processes. There is an acute danger that each area becomes an island and this remoteness may drive a wedge between the different roles. It could lead to considerable rivalry, conflict, and even hostility amongst the teaching staff. Consequently a lack of confidence may arise in the school's administration having a detrimental influence upon the institution, sometimes causing it to pull in different directions. Conversely, such a 'split' may have a salutary affect upon the organisation if its aims and objectives are widely shared and clearly understood.

A committed staff with clearly defined roles, who feel needed and appreciated, can easily identify with an organisation and work to its common good. Urwick (1943) considered the role, function, and job specification of everyone in an organisational structure should be clearly defined and written down. Communication would require such written information to be made available to all members of the organisation.

A function of management in a school is to ameliorate between the pastoral and academic sections where there is

discord (Richardson, 1973), or else adroitly to turn group conflict to the organisation's advantage (Fordyce and Weil, (1979). Heycock (1970) emphasised the need for group involvement in the decision making process especially in a large comprehensive secondary school. Schein (1980) suggested organisations should attempt "...to establish collaborative intergroup relations in those situations where task interdependence or the need for unity makes collaboration a necessary pre-requisite for organisational effectiveness." (p.172). Conflict may be fraught with danger in an educational institution, because an individual's intentions may be misconstrued by those invested with power and holding high office. Yet conflict may be inevitable, and where relationships are honest it might be of value and important to the processes of decision making as long as it is dealt with effectively in the open.

If decision making is to be effective, a school would need to have a pastoral - academic system, where the staff are unified but not complacent. It is imperative that those entrusted with managerial responsibilities offer quality leadership in opening up key areas of concern and in assessing and evaluating the school's response. Discussion and debate of issues should ultimately be followed by synthesis of viewpoint. Collaboration is an essential tool in the managerial and decision making context. In the final analysis decision making is dependent upon the kinds of personal relationships that exist within an organisation.

Fordyce and Weil (ibid) expressed the viewpoint that decision making should begin at the lowest possible level in an organisation. All staff perspectives should be respected, and each teacher should be helped to recognise that his or her contribution is valuable and essential. A sense of caring for

staff and pupils should pervade the school, and such an environment is created to a very great extent by the expertise, manner, and personality of those with managerial responsibilities.

Hierarchical structures that are too complex may inhibit the effectiveness of the pastoral care of its pupils in a comprehensive school (Jarvis, in Marland, 1974, p.20). The HMI Wales (1982) Education Issues 5 reported,

An unfortunate consequence of the way in which the pastoral organisation has developed in many schools is the tendency for form or house tutors and class teachers to regard the pastoral work as the business solely of the senior staff whose designated responsibility it is. The quality of care for the generality of pupils is dependent upon the commitment of the teachers in the classroom; without it the academic and pastoral functions of the school are divorced and the educational influence of the school narrows.
(p.11).

It is therefore desirable for a school to define its aims and objectives in the pastoral field clearly and succinctly together with outlining the divisions of responsibility and the methodology of implementing a programme of pastoral care. Staff should be consulted in these matters. Consultation means that before taking a decision, a headteacher asks for other opinions and recommendations from the teaching staff. A headteacher may still wish to act independently after hearing other views especially if there is a division of opinion amongst the staff, but again much would depend upon the kinds of personal relationships inherent within the organisation.

Decision Making and Accountability

In order for decision making to be effective so that organisations can function smoothly and efficiently, aims and objectives should be clearly formulated by the school's administration. If these aims and objectives are widely shared by the teaching staff, it is more likely there will be a determination to ensure the objectives are achieved. Assessment and evaluation

procedures can be devised to interpret, measure and look at the value of aims and objectives. Kendall, in Dobson, Gear, et al (1975) pointed out that where there is a chain of command in an organisation, the instructions are usually passed down the network and information is directed upwards from different levels. Consequently, decisions are then made in relation to the hierarchial interaction taking place.

It would be difficult to hold teaching staff to account if they are vague about what is to be achieved. Sufficient data should be gathered and made available about the achievement of aims and objectives. Assembling and interpreting the data would require thought and expertise. In this context communication within the organisation would be considered of great importance.

Conclusion

In an open, collaborative administration in an educational institution, members of staff could define for themselves the varying degrees of responsibility thereby sharing in the decision making process. In an enlightened, decentralised environment responsibility may seem to be divided, but a number of checks and balances can be introduced to ensure the processes of decision making function effectively. Decision making can be complex in that it involves more than someone sitting poised for the final moment of choice. It is a process involving different stages and it is closely linked to the areas of aims, objectives, methodology, assessment and evaluation, and the personal relationships that exist within an organisation.

The social construct of reality would suggest that objectivity is difficult, and that subjectivity in the form of assumptions and value judgements may well influence attempts at the allocation of prime responsibility for decision making. Certain factors should be borne in mind when encouraging teachers to

participate and collaborate in the decision making process. For example, the decision should be within the capability of the individual, who needs to understand and be able to cope with all its ramifications. Furthermore ample time should be made available to permit the individual to become involved and this would necessitate a careful review of a person's workload to ensure it is not too onerous. All the data required to make the decision must be given to the person concerned, since decisions should not be based on inadequate information. A decision should depend upon a need with all the alternatives being first considered. An individual making a decision should accept the responsibility of its consequences. It would be unfair to saddle others with that responsibility.

Decision Making and the School in the Investigation

The headteacher of the school in the investigation was a comparatively recent appointment having been in the post for about one and a half years. Immediately on arrival, the headteacher published a set of aims for the school, together with a plan of its organisation structure. The aims were:

To recognise and respect the unique personality and dignity of each pupil - to enhance his/her self respect;

To uphold and develop the basic values of honesty, integrity, reliability, kindness and diligence;

To provide equal opportunities for pupils to pursue courses appropriate to their age, aptitude and interests;

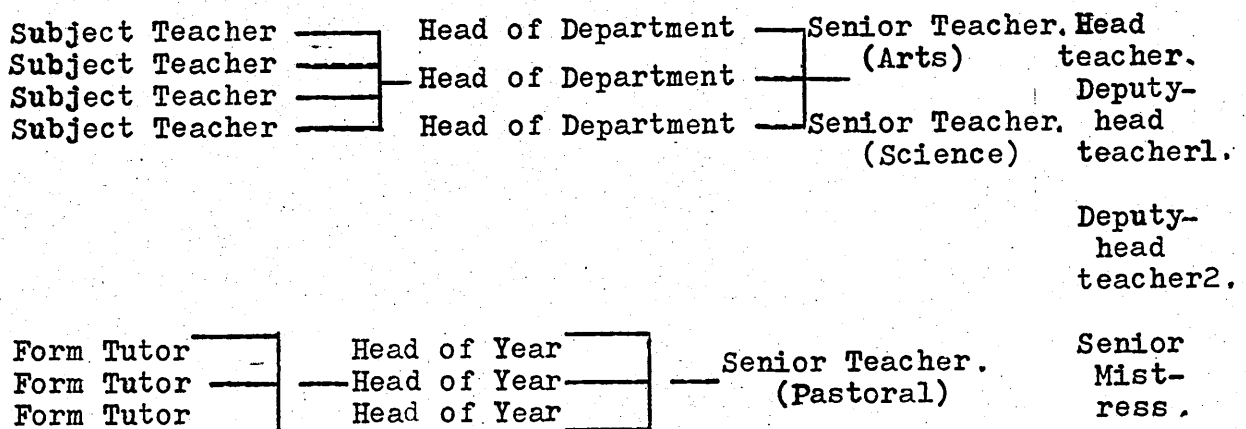
To develop in pupils a respect for others and a sense of obligation to their family, the school and the community;

To prepare pupils for life in society when they leave school and/or to continue their education.

The aims had been devised by the headteacher without staff consultation or staff participation.

There was no written document prior to the new headteacher's arrival illustrating the organisation structure

within the school. Nevertheless, a hierarchial structure was evident within the school, and this was recognised by the staff as a whole. School policy and important day to day decisions were entirley in the hands of the headteacher with some deputy-headteacher and occasional senior teacher consultation and participation. After inheriting the structure, the newly appointed headteacher decided without staff consultation to continue this system until such time as a faculty structure could be introduced into the school. In the meantime, the current organisation structure was written down in diagrammatic form and a copy was given to each member of staff. The structure was as follows:



The document contained a statement explaining that the deputy-headteachers (including the senior mistress) were given well-defined areas of responsibility that would bring them into contact with staff at individual level, heads of department level, heads of year level, and senior teacher level. However, the details of these job descriptions were not communicated to the rest of the staff, who appeared to be confused as to exactly what responsibility a senior member of staff was given.

Meetings, which varied in regularity, took place between the different tiers within the structure, and these bodies had an opportunity to make recommendations to the headteacher. However, unless a member of staff actually attended a meeting, there

was no communication as to what transpired. Minutes of meetings were rarely taken and kept. Full staff meetings were rare since the headteacher was of the opinion that with a staff of 106 in number such gatherings by their sheer size would be counter-productive. Many staff were disappointed at the lack of full meetings, and unless the headteacher attended a meeting it was felt that observations and recommendations never reached that level. The majority of staff who attended meetings with heads of their respective departments or heads of year, felt such occasions were just 'talking shops' and were disappointing and of little value as far as decision making was concerned. The headteacher stated he did not base his decision making upon any theoretical model, but simply looked at the situation from his experience and also a commonsensical viewpoint.

The School in the Investigation

The investigation was undertaken in a large, purpose-built, twelve form entry, coeducational, comprehensive school. The school opened in 1967 and it was situated on the outskirts of a large, sprawling conurbation in South Wales: it was in receipt of an educational priority allowance. In 1976, the school reached its full complement of pupils with a nominal roll of just under 1700 pupils and it subsequently maintained this figure.

First Year Organisational Arrangements

Pastoral care was organised as a horizontal model. It attempted to accommodate each 'Year,' as far as possible, on one floor for registration purposes and Year activities. On entering the first year, pupils were grouped into two ability bands consisting of nine main-stream classes - each containing a similar wide range of ability - and a further three special

education classes. A nominal roll of 293 pupils entered the first year of whom 52 were assigned to the remedial band and placed in special education classes. There were 19 girls and 33 boys in the first year remedial band. The terms 'remedial' and 'special education' were synonymous and used widely by the teaching staff in the organisation.

Terminology

The member of staff who 'managed' each Year was known by a number of titles. The nomenclature of senior house tutor, house tutor, head of house, head of year, pastoral leader, pastoral head, were all part of the parlance of the teaching staff and pupils within the school, although the headteacher favoured the title of head of year. In a leaflet to parents of the new intake, the term 'head of year' was employed. However, in advertised posts, the local education authority in its job description of a pastoral leader in the school used the terms 'house tutor' and 'senior house tutor.'

CHAPTER FOUR

METHODOLOGY

Illuminative Evaluation

The evaluation procedures in the investigation were based mainly on the subjective, illuminative research strategy outlined by Parlett and Hamilton (1972). Illuminative evaluation comprised three stages of operation that sometimes overlapped in the enquiry. In the first instance, observations made by the researcher were followed by the gathering of data, and the final operation was an analysis of the assembled information. As the investigation unfolded, the method of 'progressive focussing' (Parlett and Hamilton, *ibid*) enabled the breadth of the enquiry to be systematically reduced and increasing attention was focussed upon the emerging issues that were considered significant. The illuminative framework does not normally require measurement of educational products because of its subjective nature. Instead the methodology ranged broadly to include data gathered from teacher observations, pupil and teacher structured and unstructured interviews, conversations, questionnaires and self-report inventories, observational records, cassette tape recordings and transcripts of conversations, the monitoring of progress and collecting of data through continuous assessment, and the compiling of detailed records. The methods themselves were chiefly situational and were designed to be flexible.

Subjectivity and Value Judgements

In an investigation of this kind which was so intensely subjective and flexible, it was difficult at the outset to determine the nature and the outcome of the multivaried inter-

actions that would probably take place between individual teachers and their classes as well as between other personnel. For example, a traditional, prescriptive approach of mere testing and the use of the behavioural objectives' model as advocated by Tyler (1949) and Bloom (1964) where outcomes are predicted, were considered too restrictive and inflexible to have any place in this investigation. Unlike the behavioural objectives' model widely advocated in much current curriculum theory, the illuminative paradigm was mostly concerned with description and interpretation as opposed to measurement and prediction. A subjective approach is recommended by a number of educationalists including Tansley and Gulliford (1960), Simon and Boyer (1970), Fear (1973), MacDonald (1973), Rosenshine and Fust (1973), Chase (1974), Parlett (1975), Warnock Report (1978), and Ainscow and Tweddle (1979). Authors of work concerning remedial children are also well represented in this field.

The evaluation was based on a continuous monitoring of the data as it was assembled. The information was collected on a regular day to day basis whenever possible. Interpretations, as suggested by Rowntree (1977) can be suspect, but the observations and views in this investigation were based on value judgements made by the researcher. Value judgements - as Shipman (1979) pointed out - can be shaped to a large extent by the perspectives and observations of other personnel in the enquiry most of whom were in the school involved in the study. Wheeler (1967), Lawton (1973), Gibby (1978), and Straughan and Wrigley (1980) were sympathetic to the notion of appraisal through subjective impressions and value judgements.

The Neutrality of the Enquiry

Parlett (1975) stressed the importance of the credibility

of the evaluator and his or her research by the neutrality of the enquiry. In this investigation it was felt that the evidence culled from the use of open-ended techniques, together with the considerable reliance placed upon qualitative data, would require careful scrutiny to ensure the enquiry minimised any form of bias. Once the design of the evaluation has been established, then the evaluator must attempt to "...follow the design as faithfully as possible for its implementation." (Fitz-Gibbon and Morris, 1978, p. 13). The evaluator in this enquiry was already familiar with the day to day situations in the school and aware of the dangers of influencing and even manipulating the events and people featured.

Anderson et al (1976) maintained that in research the aim should be to gather the best evidence available observing the tenets of scientific enquiry, and then presenting it as fairly and openly as possible. In adopting this method, every endeavour was made in the study to eliminate invalidating influences that could contaminate the investigation especially as the observer role - which is a device used extensively to collect data - is difficult to sever from the observer's self. It was anticipated that a considerable volume of data would be assembled requiring the investigator to be highly selective, and the interpretation of it would be a personal one. The bulk of the data was collected and assembled in a familiar setting using a variety of culling techniques such as questionnaires, self-report inventories, and interviews.

The evaluation was mostly summative but not at the complete exclusion of any formative approach. In order to achieve a balanced evaluation, the investigator as the evaluator adopted the mantle of the Devil's Advocate in considering all

the observations, findings, and conclusions incorporated in the research programme. Parlett, in Reason and Rowan (1981), postulated, "Illuminative evaluators do not act as judges and juries but, in general, confine themselves to summing up arguments for and against different interpretations, policies, and possible decisions." (p. 225).

Gathering Background Information

A detailed and comprehensive analysis was made of the data gathered from written school reports and records (primary and secondary) in order to obtain a wide range of background information about the children as well as to discover any trends. There was a need to find out everything about the pupils as well as attempting to discover what was significant. Such data could influence the importance of the ranking order of aims to meet the individual needs of the children. For example, in monitoring attendance it may be discovered that a pupil's persistent absence was caused by his looking after an invalid father as the mother no longer lived as part of the family. The problem primarily was to overcome the pupil's absence and so the whole matter was referred to the social services to seek their assistance: this would rank as his most important problem.

Areas of investigation included school records, school attendance and punctuality, medical details, academic attainment, free meals, clothing grants, extra-curricular activities, interests and hobbies, reported problems in school, personal relationships and attitudes, referral to external agencies like the educational welfare officer and educational psychologist. Family background information included home circumstances, parental contact with the school, family occupations, size of family, single (or both) parents, mother working. In addition,

the pupils were studied in relation to the groups and classes to which they had been assigned in the secondary school, as well as their attitudes towards their teachers.

Observation

Observation provided a continuous record of on-going events and it occupied a central place in the illuminative paradigm of this enquiry. The pupils were observed in the formal classroom situation and also in more informal recreational pursuits outside of the classroom. The school's administration and routines were observed on a day to day basis. An insight into teacher attitudes was gained from attending staff, departmental, pastoral, and other sectional meetings within the institution. There was no reason to suppose that personal observations in the classroom - however subjective - would be of value in offering an insight into the social interaction that takes place between children deemed remedial. It was hoped such an evaluation method would make a significant contribution as another perspective in the study of pupil behaviour in this investigation.

Observation procedures may be prone to error because they are subjective, unreliable, open to interpretation and even bias, and sometimes inefficient. Nevertheless, observation plays an important part in evaluation procedures within schools, and has become part of custom and practice to such an extent that the professional integrity of the teacher is accepted and seen as paramount by the vast majority of parents and others outside of teaching.

The Interview

The interview is an excellent method of gathering information, and it is a fundamental technique of any evaluation that may be regarded as subjective. Steadman, in Tawney

(1976) suggested "...the survey by interview is a research methodology in its own right." (p. 61).

Interview procedures are mainly subjective and variable, and much depends upon the skill of the interviewer. No two interviewers in the open, unstructured interview situation could be guaranteed to elicit the same response from a single child. Variability can arise - after a set question has been asked and a response made - when the interviewer may wish to probe further and pursue a certain line of enquiry with a specific pupil. The interview cannot be described as a precise, efficient measurement: its validity is based upon impressions. It is imperative that it is free from bias. Furthermore, the interviewer has to be especially cautious about his manner and the tone of questioning since remedial children are often inhibited at the beginning of the interview (Jeffree et al, 1977). Here the teacher may have to offer plenty of encouragement, but must always guard against putting words into the mouth of the respondent.

In the investigation it was felt imprudent to interview remedial pupils as a group or class on the grounds they are frequently shy, inhibited, and some may even experience speech and language difficulties. It was therefore preferable to interview the pupils on a one-to-one basis. Gilbert and Helen Jessup (1975) claimed, "The one-to-one interview is the most common. It has the advantage of being the most natural situation. It is easier to build up a relationship with the candidate; he will feel at ease and will answer questions more fully and more naturally." (p. 78).

Structured and unstructured interviews took place with various personnel including pupils, teachers, school nurse,

and an education welfare officer. The chief aim was to collect data that could be analysed with a view to assessment and evaluation being made of the emerging issues. It was appreciated at the outset that much of the information might be considered irrelevant after analysis and therefore be excluded. Such an operation conforms to the tenets of illuminative evaluation, where a massive amount of data is processed by a system of progressive focussing and only that which is significant and relevant is included in the study.

It was thought inadvisable in view of the pupils' limited powers of concentration to have lengthy interviews: instead they were brief and confined to a few minutes per pupil and consequently were structured. However, staff interviews were open-ended in design to allow flexibility. It was also considered desirable to gather information from informal and incidental interviews and conversations - however brief - that took place within the school at any time. It was impossible to interview every pupil and every member of the teaching staff within the institution. Instead, the interviewees were selected on the basis of their relevance to the enquiry as their viewpoints were envisaged as being more noteworthy.

Interviews were recorded on cassette tapes and transcripts made of the conversations. This was a strategy postulated by Parlett and Hamilton (1972) as forming a part of an illuminative evaluation. Tape recordings can help to validate procedures in that they contain what actually happened during conversations, but there are drawbacks too. For example, Jeffree et al (1977) felt that remedial pupils are generally timid and this may be exacerbated by the presence of a microphone. At all times the interviewer must ensure he or she is not

reinforcing the pupil's feeling of failure and lack of self-worth. Ideally, the microphone should be placed out-of-sight so that it is unobtrusive. Even adults may feel self-conscious in the presence of a microphone. It is advisable to have a relaxed atmosphere where the interviewee can answer freely and openly, and where the opportunity can be given to develop ideas and arguments.

The 'Interview Schedule: Personal Opinions about Pastoral Care' was an instrument devised by the investigator and required the use of a cassette tape recorder. It was unstructured in that the interview contained open-ended elements. It contained eight questions to be completed by first year form tutors, pastoral leaders, heads of department, and the educational welfare officer. Each question was open to amplification. The instrument was designed to elicit information about pastoral care from the respondents giving their perspectives and opinions.

The 'Interview Schedule' that accompanied the 'Attitudes Questionnaire' was an instrument devised by the investigator, and it contained fourteen questions which related to pupil attitudes towards their first year in a comprehensive secondary school. However, this was a structured interview, and it was based on the earlier accompanying questionnaire.

Questionnaires and Self-report Inventories

Questionnaires and self-report inventories were submitted as documentary evidence in the evaluation. They were designed to collect data, and each instrument was planned to particular specifications with set aims in mind. These instruments undertaken in the investigation were not compiled of ad hoc questions.

Twenty-four items were used in the 'Self-Appraisal

Scale' prepared by Davidson and Greenberg (1967) and it was a self-report inventory. It required each pupil to place a cross in the appropriate column to indicate the way he or she is "most of the time", "about half of the time", and "hardly ever". The items refer to a number of situations including home and school. It was hoped it would be a worthwhile exercise in self-exploration giving the pupils an opportunity to see themselves as they really are. Such a view may be quite at variance with those held by a teacher towards that child.

There were twenty statements in the 'Staff Attitudes Questionnaire towards Pastoral Activities'. Staff were required to place a tick in the appropriate column under the headings of "Yes", "No", and "I'm not sure". This instrument was compiled by the investigator. It attempted to find out how staff viewed the pastoral system in its entirety within the school.

The 'Pupil Attitudes Questionnaire' devised by the investigator comprised fourteen questions about pupil attitudes towards their first year in a comprehensive secondary school. Pupils were required to place a tick in the appropriate column under the headings of "Yes", "No", and "I don't know".

The 'Structured Pupil Response Questionnaire' devised by the investigator contained ten statements that related to pupil attitudes inside and outside of the classroom. It was a self-report inventory requiring pupils to make honest value judgments about themselves.

Tests

The Calvert (1967) Non-verbal Test was a pencil and paper test designed to measure the Intelligence Quotient (IQ). It would provide an opportunity for pupils to be compared with one another. Over a period of time it should give an indication

as to how well the individual pupil has performed in relation to his or her IQ.

A table illustrating the relationship between areas of investigation, evaluation methods, and sources of information

Introduction

An evaluation of pastoral care with remedial pupils in the first year of a coeducational, comprehensive secondary school needed to discover exactly what pastoral care meant to that educational institution. A pre-requisite was to find out the aims and objectives, if any, of these educational activities, and to discover the extent to which they were shared by members of the teaching staff in the school.

If a complete and comprehensive list of aims and objectives in pastoral care activities had not been formulated and communicated to the personnel within the school, the investigator would need to discover how the teaching staff perceived those educational activities. Headings, topics, or role units may be stated in addition to, or in place of, aims and objectives. If this were the case, it should not devalue or undermine the enquiry. Aims and objectives have not always been explicit in the curricula of schools in England and Wales, although in the past decade there has been a move towards their inclusion and publication.

The evaluation of this enquiry attempted to discover the degree of worth, merit, and also included some general comment. Stake (1967) was of the opinion that a full evaluation "...tells what happened. It reveals perceptions and judgements that different groups and individuals hold ... it tells of merit and short-coming. As a bonus, it may offer generalization..." (p.5).

<u>Areas of investigation</u>	<u>Methods of gathering data</u>	<u>Sources of information</u>
Year head role of responsibility through the headteacher for the educational and personal welfare of all pupils assigned to the Year.	A,B,C,D,E,F,G,H,I.	1,2,3,4,5.
Counselling pupils.	A,B,C,D,E,F,G,H,I.	1,2,3,4,5.
Staff perspectives of pastoral care in the organisation.	A,C,D,E,G.	2,3.
Compilation of various school records.	A,B,C,D,E,F,G,H,I.	1,2,3,4,5.
Monitoring pupil attendance.	A,B,D,F,G.	1,3,4,5.
Liaising with external agencies.	A,B,D,E,G,I.	1,4,5.
Induction programme.	A,B,C,D,F,G,H.	1,2,3,4.
Role of the form tutor.	A,B,C,D,E,F,G,H.	1,2,3.
Relationship between pastoral functions and academic provision.	A,B,C,D,E,F,G,H.	2,3.
Participation in the extra-curricula.	A,B,C,D,E,G,H.	1,2,3.
Curriculum matching.	A,B,C,D,F,G,I.	1,2,3.
Monitoring pupil progress.	A,B,C,D,F,G,I.	2,3,4.
Discipline, order, cooperation.	A,B,C,D,E,F,G,H.	1,2,3,4,5.

TABLE KEY: Methods of gathering data

A = value judgements; B = observation; C = questionnaire; D = interviews; E = tape recordings; F = records/reports; G = conversations; H = observational records; I = tests.

Sources of information

1 = pupil; 2 = investigator; 3 = teachers; 4 = parents; 5 = other personnel, e.g. educational welfare officer

Conclusion

The research strategy employed in the investigation was based on the 'illuminative' paradigm of Parlett and Hamilton (1972), where data was processed by a system of progressive focussing. Consequently, the breadth of the enquiry was systematically reduced to include only significant and relevant information. The considerable volume of data was gathered using open-ended techniques and these included observations, interviews, transcripts of conversations, questionnaires, cassette tape recordings, observational records, pencil and paper tests, documentary evidence, and monitoring progress through continuous assessment.

The methodology chosen by the researcher enabled the evaluation to be subjective and flexible relying heavily upon interpretation and description. There was no place in an enquiry of this kind for traditional, prescriptive approaches that might be considered too restrictive and inflexible. Every attempt was made to ensure the enquiry minimised any form of bias. Finally, the relationship between the areas of investigation, evaluation methods, and sources of information was illustrated in tabular form.

CHAPTER FIVE

DESCRIPTION OF THE WORK DONE

Introduction

The purpose of this Chapter was to show how the data was collected from the teaching staff, pupils, and external agencies like the educational welfare officer. Information about pastoral care with first year pupils placed in special education classes was gathered using a variety of methods. Observations of the investigator were seen as playing an important function in offering considerable first hand experience and information as the observer would actually witness much of what transpired. Questionnaires, self-report inventories, tape recorded interviews and transcripts of conversations, observational records, pencil and paper tests were all used as culling techniques to provide material for the enquiry. Documentary evidence primarily comprised of miscellaneous school records was described and submitted.

Observation as a Method of Gathering Evidence

As a member of the teaching staff of the school in the investigation, the researcher had a unique opportunity to observe staff and pupils in both formal and informal situations. The researcher had access to formal situations such as staff meetings that were held on average about once in every five weeks, heads of department meetings that took place once a term, weekly heads of year meetings (where minutes were taken), year meetings that were held fortnightly, and occasional personal meetings when individual staff sought advice. Informal situations included meeting staff in the staff common room, the playground, various school clubs, at lunch

in the dining hall, and sometimes about the school. During the course of the enquiry, detailed records of meetings were kept and transcripts of conversations with pupils and staff were compiled as evidence to be analysed and evaluated.

Pupils were observed in formal situations like the classroom, and also in personal interviews that took place periodically during the academic school year. Informal situations included the playground, miscellaneous clubs such as the first year newspaper committee that met weekly at breaktimes, and also about the school generally.

The role of observer enabled the investigator to discover how the pastoral care system operated within the school, and how it was communicated to parents, teaching staff, prospective applicants for head of year and other teaching posts, and also to the new intake of pupils.

Staff Attitudes' Questionnaire Towards Pastoral Care Activities (Appendix 1)

The Staff Attitudes' Questionnaire Towards Pastoral Care Activities was an instrument designed to investigate the viewpoints of the teaching staff towards pastoral care within the school. Teachers sometimes possess conflicting viewpoints in deciding what is a pastoral care activity. Some may subscribe to the hypothesis that all educational activities come under the umbrella term of 'pastoral care'. Others may contend there is a distinct difference between pastoral and academic matters. Interpretations could vary markedly depending on the experience of the teacher concerned. For example, transferring a pupil from a special education class into the mainstream, or else allocating pupils to some form of ability grouping like sets, may be described as a purely academic function confined to the judgement of heads of department and subject teachers. On the other

hand, disciplining a pupil for not wearing an item of school uniform, or referring a pupil to the school psychological service, may be interpreted as specific pastoral functions. Organising a staff substitution list to cover lessons for absent colleagues may be considered as an administrative duty for senior management staff to complete, and would not therefore be classified as relating to pastoral care. Collecting money for the school bank may be looked upon as an extraneous, clerical exercise to be undertaken by school office personnel.

The twenty items in the questionnaire were based on activities that featured within the school, but they were not specified as pastoral care activities. 102 staff were circulated and there were 78 returns of which 3 were contaminated because respondents had not complied with the instructions and their replies were not clear. In reply to each statement in the questionnaire, the respondent was asked to place a tick in the most appropriate column under the headings of 'Yes', 'No', and 'I don't know'.

Attitudes' Questionnaire for Pastoral Leaders (Appendix 2)

Each pastoral leader as a head of year received a scale 4 teaching salary, and each was a key figure in the operations of the pastoral system. In view of the head of year status within the institution, the researcher considered it worthwhile devising a separate questionnaire for them. The instrument was in the form of a self-report inventory comprising ten questions and each respondent was required to place a tick in the appropriate column under the headings of 'Yes', 'Sometimes', 'No', and 'I don't know'. In addition, there was an opportunity to follow up the completion of this document by holding an interview with each head of year: transcripts were

made of the conversations.

Question 1 'Are staff informed about personal and other guidance needs of the pupils?' was concerned with finding out how much information is communicated to form and subject teachers about the pupils in their charge. Some information may be considered too sensitive or confidential to divulge. On the other hand, it may be deemed desirable, even essential, to impart all information as all teachers are seen as professional colleagues and such knowledge could help them in performing their daily tasks. There may or may not be a school policy in this matter and it could be left to the discretion of each head of year.

Question 2 'Are the aims of the pastoral system compatible with the aims of the school?' was included to see if the respondent had a clear understanding of the aims of the school, as well as those relating to pastoral care. A hierarchial structure within an educational organisation could result in its aims being formulated by either the headteacher or else a senior management team. A more democratic institution where the teaching staff are consulted and given the opportunity to participate in the decision making processes might result in the aims of pastoral care being defined by collective teaching staff opinion. Conversely, a consensus viewpoint might allow the head of year to decide upon the aims.

Pastoral care may mean all things to all men. If human and material resources are allocated to a pastoral system, it would be desirable for the teaching staff to have a clear and shared understanding of the different meanings given to the term 'pastoral care' by different staff. This area was investigated in Question 3 - 'Do you think the staff have a clear and

shared understanding of what the term pastoral care means?' Diverse opinions might suggest the system is not functioning with the understanding and complete assistance of the teaching staff.

Questions 4 and 5 were designed to explore the relationship between academic and pastoral facets of school life. They may be envisaged as separate functions from one another, that can sometimes result in conflict when one encroaches upon the other. If they are juxtaposed there may be a feeling that there should be more integration as advocated by Marland (1974) and Hamblin (1978). Heads of department may resent any intrusion by pastoral staff. Conversely, protagonists of pastoral care may feel that it can do much to support and improve the academic attainment of its pupils.

The comprehensive school ideal emphasises the equal worth of each pupil. It caters for a wide range of abilities and aptitudes, and it attempts to meet the needs of each pupil including those placed in special education classes. The pastoral system has an important role to play in this environment. Question 6 'Are the guidance facilities of the pastoral system sufficient to meet the needs of all of the pupils?' attempted to discover the extent to which this is achieved.

School records are meaningful when they contain relevant information about pupils. Different kinds of records are normally to be found in schools and these may be of value to the teaching staff as well as to prospective employers. Although there may be local education authority standardised records, invariably a large comprehensive secondary school might choose to devise its own to meet special needs, and these would supplement those from elsewhere. However, records

should not become labels for pupils, especially those categorised as slow learning and socially disadvantaged. Teachers may be confronted by disruptive, unhappy, or underachieving pupils, and the causes could be attributed to health and family problems known to the head of year. Decisions would need to be made as to whether information of this nature should be recorded.

Question 7 'Are the school records adequate in revealing enough information about each pupil?' was devised to find out heads of year attitudes about this item.

In order to help pupils make a smooth transition from primary to secondary schools, first year induction programmes have sometimes been compiled. Such programmes can vary in style and content quite markedly from one educational institution to another. An evaluation of the programme should give some indication as to its strengths and weaknesses. Question 8 'Is the school's first year Induction Programme adequate?' was included to ascertain the effectiveness of the programme in helping pupils to transfer smoothly into the secondary school. It may be that the whole concept of an induction programme is seen as irrelevant and unnecessary and that the resources devoted to it should be redeployed elsewhere in the school.

Improving pupil literacy and numeracy are still considered as basic and important objectives in secondary schools. Standardised diagnostic tests are available to measure numeracy, literacy, and intelligence. In recent years there has been a gathering momentum in the debate and controversy surrounding psychometric tests. It is a subject that can arouse intense feeling particularly by those opposed to measurements of this kind. Nevertheless, such tests may be seen as useful in producing a reliable comparison of results between children of the

same chronological age. They could be helpful as a factor in determining whether a pupil should be placed in either a mainstream or special education class. Question 9 attempted to find out if there were 'sufficient standardised tests and adequate diagnostic methods employed in identifying achievement levels in reading, writing, and numeracy.'

The teaching staff of contributory primary schools together with the parents, educational welfare officer, educational psychologist, police, and social services, are all external agencies as far as a comprehensive secondary school is concerned. The degree of involvement with external bodies would probably depend upon their relationship with the school. For example, a pupil from a poor family may require financial assistance in the form of a clothing grant to purchase a school uniform. In this instance the school may request the educational welfare officer to visit the family and explain the procedures for making a claim. Similarly, there may be a pupil in the first year who appears to be maladjusted and who is not responding to the school's guidance services. After consulting the headteacher of the pupil's previous primary school, and having interviewed the parents, it may be considered advisable and in the pupil's interests to call upon the services of the local authority's educational psychologist. Question 10 was included to investigate whether the pastoral leaders believed the school liaised 'effectively and efficiently with external agencies to discuss and meet the needs of the pupils'.

Interview Schedule: Personal Opinions About Pastoral Care
(Appendix 3)

Thirty-five per cent of the teaching staff in the school in the investigation were interviewed about their personal viewpoints of pastoral care. The personnel interviewed

included first year form tutors, subject teachers, heads of department (including the head of the special education department), heads of year. The aim was to have a cross-section of staff representation. Furthermore, it was thought necessary to gather additional data from heads of year, who were seen as the pastoral leaders in the school. The twelve form tutors in the first year were chosen because this was the year group most directly involved in the enquiry. Form tutors were the first point of contact with pupils, and it would be worthwhile finding out how they functioned, and also to learn how they interpreted their role in the framework of the pastoral system. Heads of department were chosen at random, except for the head of special education, and this tier in the school structure was looked upon as middle-management. The headteacher and the deputy headteachers were not interviewed at this juncture, but several of the Schedule's questions were put to them informally.

There was no mechanism existing in the school devised to evaluate any aspects of the pastoral system. It was hoped that viewpoints and observations expressed by the respondents would give some insight into the system's strengths and weaknesses. Although the Schedule contained eight questions, each interview was open-ended to allow themes to be developed and to permit further probing. There was no set room in which to hold the interviews, and so they took place in any convenient area. The Schedules were distributed to the respondents about three weeks prior to the interview taking place. No time limit was imposed on the length of an interview.

In the early 1970's the school received its full complement of pupils, and at that time the five heads of year were promoted to scale 4 salary posts becoming financially

commensurate with other major heads of department. This initiative was intended to promote the pastoral system within the school. Since that time there has been an approximate sixty per cent turn over of teaching staff. Consequently, the current teaching staff may have a different perspective as to what constitutes a pastoral care system.

The concept of pastoral care has prevailed in schools generally, but probably in a less structured, sophisticated framework than is currently the case. Teachers may have acted as good parents towards the children in the construct of loco parentis. It may be that some teachers still view pastoral care in a more informal, incidental way. On the other hand, there is growing evidence to suggest that pastoral care now manifests itself in a more formal, hierarchial structure within schools (HMI Wales, 1982, Education Issues 5). Some teachers may feel the system should go further by appointing trained counsellors and social workers to schools in order to broaden the expertise of the guidance personnel (Cicourel and Kitsuse, 1963). However, an innovation of this kind may be seen as too progressive and could be viewed with alarm or even hostility by some teaching staff. Question 1 of the Interview Schedule set out to discover what the term pastoral care meant to individual teachers.

A comprehensive secondary school could exist satisfactorily without a structured pastoral system. If it is acknowledged that greater demands are made upon secondary school children than hitherto in preparing them for a pluralistic, complex, multicultural, technological society, pastoral care as a guidance system has an important role to play in assisting pupils in their personal, educational, and vocational development (Best et al, 1980). Question 2 'Do you think that a school

could exist satisfactorily without a pastoral care system?' investigated this area.

Teachers may envisage pastoral care as a series of guidance activities designed to foster the learning processes thereby enabling pupils to realise their full academic potential. If such a system can identify the problems of pupils, whether they are related to health, family, or peers, it could attempt to help the children overcome their learning difficulties. Question 3 entitled 'Do you think that pastoral care activities are of value in contributing to the academic success of a school?' investigated whether staff were of the opinion that learning could be supported by a series of pastoral care activities.

There is always a danger of unhealthy rivalry arising between the academic and pastoral personnel in educational institutions. If it develops into conflict, the matter may need to be resolved delicately and circumspectly, although there may be occasions when conflict can be turned to the organisation's advantage. It is possible that some teachers may prefer to see the academic and pastoral facets of school life remaining as separate entities, while others may favour an element of overlapping. Question 4 examined the possibility of 'any conflict between the academic and pastoral functions within the school'.

If considerable resources are allocated to a pastoral care system within a school, it may be natural for staff to expect the system to function effectively and efficiently. For example, lesser paid departmental heads who endure inferior facilities might resent those staff directly involved in operating a pastoral system that is considered to be ineffectual through a lack of cohesion and expertise. An effective

pastoral system may be envisaged as one where professionally trained personnel are available to inject greater skill and expertise into its programmes and activities. Such issues were explored in Question 5 when definitions of an effective pastoral system within a school were given.

Pupils are often assigned to special education classes in comprehensive secondary schools for reasons of retardation, maladjustment, or for being innately dull academically. These children require extra attention and help. A pupil is always in danger of being labelled 'remedial' for the rest of his or her scholastic career unless there is an effective system of monitoring pupil attainment and achievement. The progress of special education pupils in particular should be reviewed regularly, as well as liaising with the families of the less able and socially disadvantaged to see if the school could compensate these pupils (Marland, 1974). Question 6 enquired into the ways 'pastoral care activities can be of benefit to children placed in special education classes'.

An effective and efficient pastoral system in a large comprehensive secondary school may require substantial human and material resources. Extra time would be an important factor in helping to fulfil pupils' needs. For example, interviewing pupils on a one to one basis to help them with their problems would necessitate time and space. Ample room provision would be beneficial in counselling pupils, interviewing staff, and meeting parents. If a school has tutorial periods for guidance activities, material resources might be needed for compiling programmes, and the methodology may require resources such as tape recorders, video recorders/cameras, televisions, and other audio-visual equipment. Tutorial periods may warrant additional

staffing that would have to be diverted from elsewhere in the school. As the institution in the investigation was a purpose-built comprehensive secondary school, the respondents may feel there should be excellent resources available. Question 7 attempted to find out what the teaching staff thought of this subject - 'Do you think that sufficient human and material resources are devoted to pastoral care activities within the school?'.

Several members of the teaching staff attended courses relating to pastoral care, counselling, and other guidance activities. As a result of this experience, they may have recommendations to make that could be far-reaching or at the very least might initiate some change within the system. Some of the teaching staff had undergone teaching experiences in other schools, and they may wish to suggest innovations within the system. Even long-serving teachers in the school may through their personal experience desire changes too. Question 8 investigated any change(s) the teaching staff might like to make in the existing pastoral care system within the school.

Structured Pupil Response Questionnaire (Appendix 4)

This instrument comprised ten questions and investigated primarily the attitudes of those pupils placed in the special education classes towards their first year in a new comprehensive secondary school. It was administered towards the end of their first summer term.

Special education pupils are often seen as disadvantaged, and because of their social deprivation or limited ability they may experience greater anxieties than ordinary children (Pyart, 1981). In Question 1, pupils were asked to indicate to whom they would turn if they were worried about anything in school. The pupils were asked to underline one

answer from a choice of five. If the pupils underlined the statements 'talk to my form tutor' or 'talk to my head of year', it would suggest the children had a positive, encouraging sense of identity with the school and its pastoral system.

Question 2 was designed to provide some insight into how the pupils spent their time during registration: a period of fifteen minutes was available in the morning and five minutes in the afternoon registration sessions. The choice of statements was varied and ranged from doing homework, talking and relaxing, listening to the form tutor, preparing for the next lesson, to asking the tutor for advice.

Where there is a strong extra-curricular tradition, pupils have an opportunity to participate in a variety of activities and clubs after school. However, pupils of limited attainment may have fewer activities open to them. Question 3 attempted to discover what these pupils did immediately after school. It could be they played for a school team, attended a school club, would go home, play with friends, or would choose to do something else.

Questions 4, 5, 6, and 7, reflected the pupils' attitudes towards the classroom learning situation. The setting of homework forms an integral part of a school curriculum, and it was assumed even slow learning pupils would be given such tasks. Whether they looked forward to homework exercises was another matter. Question 4 set out to find the extent to which pupils placed in special education classes enjoyed completing homework exercises. In Question 5, the pupils had to give an indication as to their attitudes towards talking to their teachers. Question 6 followed this up by asking children to underline an answer related to how much they looked forward

to the end of the school day. Special education pupils may have a limited timetable in relation to their peers placed in the 'normal' classes and they may even have fewer teachers because of the specialist function. Even at a comparatively early stage in the secondary school such pupils may become disillusioned very quickly and underachievement may be widespread (HMI Wales, 1982, Occasional Paper). Question 7 sought an answer to the extent to which pupils enjoyed their lessons.

The wearing of school uniform can be a controversial issue in secondary schools. First year pupils may have fixed viewpoints about this school rule that insists upon the wearing of uniform. Question 8 required pupils to complete a statement indicating their preference for wearing school uniform.

First year pupils in particular may have mixed feelings about having to spend their break-times in the school yard. It is relatively easy for younger pupils in large secondary schools to become the victims of bullying and verbal abuse. Conversely, the school playground can be a source of pleasure, where pupils enjoy meeting and talking with friends from other classes, playing football or some other team game, or else just enjoying the break from the classroom. In Question 9, pupils had to underline an answer indicating the extent to which they enjoyed going out to the yard at break-times.

School sessions take up a considerable amount of time in a pupil's scholastic career. Children classified as slow learning may be irregular in their attendance and sometimes this can result in a negative attitude being displayed towards attending school each day. If a pupil is well-motivated towards school, he or she would look forward to attending each day: Question 10 investigated this area.

The Structured Pupil Response Questionnaire was a self-report inventory. There was a need to discover and to collect information about how pupils spending the whole academic year in full-time special education classes enjoyed their first year in a new comprehensive secondary school.

In completing the inventory, pupils were required to underline an answer that best applied to them. A sequence of five possible answers accompanied each statement. In case pupils experienced reading difficulties, each statement and set of answers were read aloud several times by the test administrator. Pupils were encouraged to make honest value judgements about themselves.

There was no guidance programme or any other mechanism in the school in the enquiry devised to evaluate how effectively pupils had adjusted to their new environment. It was felt the findings of the self-report inventory would have some bearing - however indirect - on the value and success of the pastoral care system with its first year special education classes.

Pupil Attitudes' Questionnaire and Interview Schedule
(Appendix 5)

The end of the Summer term was considered to be an appropriate time to investigate the attitudes of pupils placed in special education classes towards their first year in a new environment. The instrument complemented the previous Attitudes Questionnaire (Appendix 4), but it went further because it permitted follow-up in an accompanying Interview Schedule. The Interview Schedule was devised to develop the written answers of the Questionnaire. Items were read aloud to help pupils with any reading difficulties.

It was hoped the fourteen items in the Questionnaire

would provide overall impressions the children had of the school. It was intended to gather information about selected areas such as attitudes towards homework. In addition it was designed to give an insight into how well they had settled down since making the transfer from a contributory primary school. A wide range of questions were included, of which three related to feelings of pleasure and pride derived from attending a new school. Several questions were concerned with behavioural problems such as bullying, punishment, being in trouble, being sent to the head of year, and making new friends. Other areas of investigation included school uniform, teaching staff, homework, school clubs, and school holidays.

In the Interview Schedule, pupils were asked to comment on their answers in the Questionnaire. As a matter of convenience, most of the interviews took place in school corridors: the shortage of rooms was a problem in this respect. Pupils were interviewed on a one-to-one basis, and there was an opportunity to probe further by asking them to amplify any statements. The Schedule was envisaged as a flexible instrument allowing the interviewer to explore ideas as they emerged. No time limit was imposed on individual interviews, and the respondents were free to pass on any question that posed difficulty or uncertainty.

Documentary Evidence

School Records and Forms(Appendix 6)

A number of documents (Appendix 6) relating to the first year intake were completed by parents, teachers, and pupils at the beginning of the new academic year. The documents were designed to find out as much information as possible about each pupil. Some of the records were kept secure because they were regarded as confidential. Records of this nature were only

available to the teaching staff through the respective head of year.

Medical Form (Appendix 6a)

A confidential medical form was completed by the parents of each pupil at the request of the school. Parents were asked to give details of themselves including Christian names and surnames, home address, place of work, telephone number (home and work where possible), name and address of the family doctor. Furthermore, parents were asked to comment on any illnesses or any other relevant medical data as it applied to the pupil. The forms were distributed and retrieved by the form tutor and were subsequently passed on to the head of year for information and safekeeping.

Cumulative Record (Appendix 6b)

The form tutors throughout the school completed a monthly record on each pupil in their charge. The guidelines accompanying the document recommended the form tutor commenting on the children's involvement in activities, achievements, behaviour, and general attitudes. The cumulative record was designed to span the pupil's schooling from year one to year five. It was regarded by the school's management body to be of value in form tutors' compiling term/year reports and also in helping personnel responsible for completing references of pupils placed in the upper part of the school. Each cumulative record was collected for filing at the end of every term. They were regarded as confidential documents and were not available to pupils or parents. In fact parents were probably unaware of the existence of such records.

Absence Form (Appendix 6c)

If a pupil was absent for more than three consecutive

days and no communication received from the parent/guardian, the educational welfare officer was asked by the school to visit the home and to report back concerning the absence. An Absence Form was first filled in by the head of year giving details of the pupil including any earlier patterns of non-attendance. The educational welfare officer entered his report on the same page. The returns were filed for future reference. If a pattern of persistent absence arose without any satisfactory explanation such as a medical condition, a warning letter threatening court proceedings was sent to the home. The absence procedure necessitated a close liaison between the head of year and the educational welfare officer: the latter was not based at the school, but served a group of schools in the vicinity. The absence procedure was devised by the local education authority to monitor absence and to help check truancy.

General Information Form (Appendix 6d)

The new intake of pupils were asked to complete this form on their first day at school. It included personal details such as name, date of birth, address, parent names and occupations, position in family, previous school, lunch-time arrangements, home and work telephone numbers, and school travelling arrangements. Some of these details were extracted by the school office for its own use, for example, the telephone numbers and addresses. These forms were retained by the head of year and were referred to as required.

Pupil Transfer Form (Appendix 6e)

The comprehensive secondary school had drafted its own pupil transfer form from the contributory primary schools, and this was in addition to the standard local education authority form used by primary schools in the area. The document included the pupil's name, grade columns (A,B,C,D,E), academic potential

(application, special abilities, interests), behaviour, medical information (including referral to any outside agencies), and home background/attendance.

In the five-point scale, the pupils designated D and E were automatically placed in the three special education classes in the school in the enquiry. Those pupils assigned to Grades A, B, and C, were dispersed as fairly as possible with an equable distribution of grades in the remaining nine mainstream classes. There were 293 pupils on the nominal roll in the first year of whom 52 pupils were placed in full-time special education classes and they remained there for the whole year.

Primary School Profile (P2) - (Appendix 6f)

This form was completed by the class teacher of those pupils in their final year of the primary school. It contained comments about a pupil's abilities, interests, special difficulties, headteacher's general comment at the time of transfer, and details of attainment under the headings of language, mathematics, project or discovery work, additional observations, and specific difficulties.

This document, together with the transfer form produced by the secondary school, was used to help the teaching staff involved in placing pupils in their classes in the first year of secondary education.

School Examination Report (Appendix 6g)

The examinations for the first year pupils were held at the end of the Summer term. Provision was made for pupils in special education classes to sit a separate examination from those placed in the mainstream. The school examination report consisted of a single sheet only. It contained the name of the pupil, the name of the subjects, attainment marks

and grades, class effort grades, and subject teacher comments. At the foot of the form, spaces were provided for the form tutor's comments, details of attendance in half-days, head of year and/or headteacher's comments, and relevant staff signatures. Reports were distributed to parents via the pupils on the last day of the Summer term.

Davidson and Greenberg Self Appraisal Scale (Appendix 7)

The instrument was used to investigate how children in the first year of the school perceived themselves in a number of situations including home and school. It was an exercise in pupil self-exploration and it was hoped it would give an insight into their feelings of self-worth. There is widespread evidence to suggest that children who are labelled 'slow learners' often see themselves in an adverse light inside and outside of school. Consequently, this may perpetuate low attainment, and as the stigma of being a slow learner is maintained, the teaching staff can quite unintentionally have low expectations of those pupils.

Each of the twenty-four items in the instrument was read aloud to the children. It was a pencil and paper test and it took place during the Easter term. Pupils were free to ask questions about the meanings of any of the statements, and it was felt this approach would not undervalue the test in any way.

Calvert Intelligence Test (Non Verbal 3)

The instrument contained ninety-six items and it was administered at the end of the pupils' first month in their new school. It was considered that by this time most children would have adjusted to their new environment. The items in the test

comprised two types. In the the first type, a large square has one corner missing and several small squares are available to fit into the space. In the second type, a series of drawings had to be completed by the pupil choosing one other from a

selection of five possibilities.

As the pupils were of the same chronological age, the test was given to the whole of the year group. It was felt a test of this kind would have much to recommend it in comparing their Intelligence Quotients. If pupils are transferred either to the mainstream or to the special education classes, it would be of interest to know the Intelligence Quotient of such a pupil in relation to his or her peers. It may be that the Intelligence Quotient is used as a factor in determining a pupil's transfer to another ability grouping.

Additional Documentary Evidence

A Diary of a Head of Year's School Day

Matters of routine formed an integral part of the role of a head of year and it is illustrated in the following example of a day's work undertaken by a head of first year pupils. On reading the diary, other heads of year agreed there was nothing exceptional about the diary, on the contrary, it was considered to be fairly typical. Detailed diaries of this nature were not usually kept by heads of year in the school in the investigation.

Diary of a Day's Routine. April, 1981.

MONDAY

Pre-school activities

- 1) Duty roster. Reminded staff allocated to duties for this week, and explained duties and other procedures to the new supply teacher.
- 2) Telephone calls from parents.
 - a) Parent (1) telephoned making an appointment to see me at 1.20pm today to discuss her child.
 - b) Parent (2) telephoned making an appointment to see me at 9.30am tomorrow - would not give reason for visit.
- 3) Informed by school office two staff would be absent tomorrow

- Checked their timetables to arrange cover and class dispersal.
- 4) Checked that sets of music were available for 1st year orchestra (extra-curricular activity) practice after school.

8.55 - 9.10 am form registration period

- 1) Went to the first year yard a few minutes before the bell to start school at 8.55 am. Assisted the member of staff on duty to assemble pupils into forms. Read out to the children some of the notices for the week including the various extra-curricular activities, results of Saturday's games, and reminded pupils placed in detention after school (today).
- 2) Perambulated main first year corridor. Spoke to three late arrivals - all acceptable excuses. Several pupils were sent to me by form tutors:
 - a) Two pupils out of uniform - one had a letter from parent. Both said they would be in uniform tomorrow. Loaned one a school tie.
 - b) A pupil showed me his dental card to explain his absence.
 - c) A pupil had lost dinner money. Loaned him 50p.
 - d) A pupil had been the victim of bullying by third years on a school bus this morning. Referred the matter to the head of third year and would liaise later. I made a note of all of the boys concerned.
 - e) A pupil reported to me the loss of her bag.
- 3) A form tutor came to see me to say she would be absent next Tuesday afternoon. I made a note of it so that a substitute teacher could be found for her form registration period.
- 4) Had a very brief look at the daily registers. Seemed in order.

Lesson 1: 9.10 to 10.10 am. - Teaching period, maths in Rm 302.

Immediately prior to the lesson, I arranged the dispersal of the classes of an absent colleague. During the lesson I was asked by a member of the office staff if I would take a telephone call.

Breaktime 10.10 - 10.25 am. - Telephoned parent who wanted to know the dates of Summer examinations so as to organise family holiday. Collected several messages from the office concerning pupil absences. Passed on the messages to the relevant form tutors, and asked them to place an appropriate symbol in the daily register according to the reason given for absence. Went to the school yard to mix informally with the first year pupils hoping to get to know more of them and also making myself available in case of any problems.

Lesson 2 10.25 - 11.25 am. - Teaching period, maths in Rm 103. Before the lesson I again arranged the dispersal of classes. As I was about to begin the lesson, a subject teacher came to see me to report a disturbance in her last lesson. Several first year girls - all from the same form - had been quarrelling and threatening one another. I promised to look into the incident during the afternoon registration period. Midway through the lesson a message arrived from the school nurse stating a pupil was unwell and needed to be driven home: the parents were unable to collect him. Went to the staffroom and asked a member of staff to cover the remainder of my lesson while I drove the pupil to relatives living three miles from the school. Spoke to the relatives momentarily and then returned to school at the beginning of lesson 3.

Lesson 3 11.25 - 11.55 and 12.40 - 1.10 pm (Split lesson).

Teaching period, music in Rm 408. Dispersed other classes first.

Lunch period 11.55 - 12.40pm. -

- 1) A parent was waiting to see me to discuss the pending court case of vandalism involving her son. She was deeply distressed. I told her that a form from the Magistrate's Court (Form f.11) had been completed by the school giving details of her son's attitude, character, ability and interests. The school report

was a favourable one. The incident occurred last August prior to the boy's arrival in this school.

- 2) Two pupils were sent to me by a canteen supervisor for being nuisances. They readily admitted to it and were told to spend the rest of the dinner break picking up litter in the school yard.
- 3) A pupil informed me she had lost her dinner money: I referred her to the school office.
- 4) Had a quick lunch and then returned to the second half of my lesson.

1.10 - 1.20 pm. form registration period

- 1) Spoke to a parent on the telephone about a recent bereavement. Dealt with the girls who had been referred to me earlier in the day. Both of them had been at fault and they were placed in breaktime detention the next day. I spoke to the form tutor about the incident and asked it be included in their respective cumulative records. Discussed the pupils in some detail.
- 2) Arranged for 'free' member of staff to cover the afternoon lessons for an absent colleague.

Lesson 4 1.20 - 2.15 pm. (Non-teaching period).

- 1) Parent arrived at the school to discuss her daughter. The pupil had been a school refuser at the beginning of the Christmas term. After several visits to the home by me, she was gradually persuaded to return, but she had a great fear of P.E. and so for the first term she was excused games and allowed to stay with either her form tutor or myself. However, her mother explained that her daughter was now prepared to attend games lessons. The P.E. department had always been informed of this situation. I then accompanied the child to the P.E. lesson: the staff were prepared to help her in any way possible. I returned to the mother and discussed in depth how well her child was coping with school. The

pupil's form tutor was then given an opportunity to speak to the parent while I sat-in with her class.

2) Looked at the list of names appearing in the weekly academic/conduct books of each class in the first year. Made a note of those pupils I needed to interview.

3) Went to see a deputy headteacher to request more supply teachers, but he was not available.

Lesson 5 2.15 - 3.10 pm - Attended weekly meeting of teachers in the music department. Left the meeting at 2.45 pm to arrange the hall for orchestra practice. Also at 3.10 pm supervised the exit of pupils from school.

Extra-curricular activities 3.10 - 4.15 pm. - Took first year orchestra practice, also supervised detention for first year pupils, and assisted in the first year model club. All these activities functioned simultaneously in hall 1.

Evening. No school work to prepare or complete.

April, 1981.

Conclusion

It was evident from the 'Description of Work Done' that data was gathered and assembled in the investigation by employing a variety of "culling" techniques. First hand observations of staff and pupils in both formal and informal situations, together with attitude questionnaires, interviews, self-report inventories, transcripts of conversations, pencil and paper tests, and documentary evidence, enabled the researcher to compile a considerable volume of information about pastoral care with first year pupils placed in special education classes.

The Staff Attitudes' Questionnaire (Appendix 1) was an instrument devised to investigate the different perspectives of

staff towards pastoral care activities. The Pastoral Leaders Attitudes' Questionnaire (Appendix 2) was designed in the form of a self-report inventory and completed independently by each head of year. It focussed attention upon the pastoral system in the school. In the open-ended Interview Schedule (Appendix 3), the enquiry was broadened to include a cross-section of staff, whose viewpoints offered an insight into strengths and weaknesses of the pastoral care system within the institution.

It was considered necessary and relevant to investigate the attitudes of pupils placed in full-time special education classes towards their first year in a comprehensive secondary school. In the Structured Pupils Response Questionnaire (Appendix 4), together with its complementary Interview Schedule (Appendix 5), it was hoped the findings would convey how effective pastoral care was in relation to pupils with special educational needs. Additional data was gathered from a variety of documentary sources (Appendix 6), the Davidson and Greenberg Self Appraisal Scale (Appendix 7), the Calvert Intelligence Test, and the Diary of a Head of Year's School Day.

CHAPTER SIX

EVALUATION OF RESULTS

Preamble

In the investigation, the methodology was devised and the evaluation carried out by the researcher, who was also a teacher and pastoral year head in the school featured in the enquiry. The on-going, continuous evaluation relied heavily upon the researcher's observations, impressions, and value judgements, both inside and outside of the classroom. It is quite common for teachers in performing their professional role to make value judgements of pupils, situations, and the educational institution itself. Subjectivity placed a responsibility upon the researcher to ensure that an honest and reliable appraisal was made of all that occurred.

The researcher was aware of possible limitations imposed on an investigation of this kind that relies heavily upon personal observation and interpretation. Every effort was made to ensure invalidating influences were eliminated. The evidence was examined in as detached a way as possible to ensure contaminating factors such as personal prejudice, bias, familiarity with personnel, and distortion were minimised and not permitted to cloud emerging issues. The professional integrity of a teacher in making evaluations about matters relating to the curriculum or teaching organisation should be accepted by the layman, otherwise the whole gamut of subjective evaluatory procedures in the classroom in particular, and in the educational institution in general, could be brought into question.

In Chapter 1, several hypotheses were suggested and

these were borne in mind during the enquiry and formed the rationale for the investigation. In considering the rationale, a number of questions were asked at the outset and these played an important part in the evaluation process. The evaluation was based upon an intensive examination of the programme itself, including its rationale and developments, functions, achievement, and differences, rather than concentrating upon measurement of the educational products. The evaluation followed the procedures advocated by Parlett and Hamilton (1972) in the illuminative paradigm described in Chapter 4 of this study. Evidence was gathered from observations, questionnaires, formal and informal interviews, pencil and paper tests, and documentary sources.

The Meaning of Pastoral Care within the School

The results in Table 1 of the Staff Attitudes Questionnaire towards Pastoral Care Activities (Appendix 1) provided an interesting insight into what most teachers in the school considered to be pastoral care activities. The method of progressive focussing revealed that perspectives of pastoral care varied markedly in the organisation and emerged as a very important issue in the investigation. There were 78 returns of which 5 were contaminated from the 102 staff circularised. In the Questionnaire, teachers were asked to make a positive or negative response, or else indicate 'I'm not sure'. In completing the 20 statements, Table 1 showed approximately 13% of the staff indicated uncertainty as to whether an activity could be considered as relating to pastoral care.

As illustrated in figures 1 and 2 (Appendix 1), over 75% of the returns placed the following statements in the affirmative as pastoral care activities: (a) helping pupils with

subject choices in the third year; (b) disciplining a pupil for not wearing an item of school uniform; (c) informing parents about the progress of their son or daughter; (d) collecting and collating records of individual pupils; (e) referring a child to the school psychological service; (f) referring a difficult pupil to the headteacher; (g) organising a parents' evening to discuss pupils; (h) investigating pupil absence; and (i) supporting a form tutor against an irate parent.

Between 50% and 75% of the returns, as illustrated in figures 1 and 2, indicated that the following statements were considered as pastoral care activities: (a) marking the daily class register; (b) reprimanding a pupil for not doing homework; (c) liaising with the contributory primary schools; (d) taking an assembly; (e) writing references for pupils; and (f) organising a school club.

Less than 50% of the returns, as shown in figure 2, placed the following statements in the affirmative as pastoral care activities: (a) collecting money for the school bank; (b) transferring a pupil from the special education department into the mainstream; (c) allocating pupils to sets and classes; (d) comparing progress of pupils under different teachers; (e) organising lesson cover for absent colleagues.

In several statements in the returns, there was an equal distribution between columns. For example, in the statements referring to transferring a pupil from the special education department into the mainstream, and in comparing progress of the pupils under different teachers, there was no clear indication as to what the staff as a whole perceived to be a pastoral activity. A consensus viewpoint was achieved when 95% of the teaching staff affirmed investigating pupil absence as a pastoral activity, and yet less than 60%

TABLE 1

Results of Staff Attitudes Questionnaire towards
Pastoral Activities

	<u>Yes</u>	<u>No</u>	<u>Not sure</u>
1. marking the daily school register	41	21	11
2. collecting money for the school bank	17	42	14
3. reprimanding a pupil for not doing homework	46	18	9
4. helping pupils with subject choices in the third year	58	6	9
5. disciplining a pupil for not wearing an item of school uniform	61	4	8
6. transferring a pupil from the special education department into the main-stream	28	20	25
7. allocating pupils to sets and classes	20	38	15
8. informing parents about the progress of their son or daughter	65	4	4
9. comparing progress of pupils under different teachers	27	24	22
10. to collect and collate records of individual pupils	60	7	6
11. to refer a difficult pupil to the headteacher	60	9	4
12. organising a parents' evening to discuss pupils	58	8	7
13. to liaise with contributory primary schools	54	10	9
14. to organise lesson cover for absent colleagues	18	38	17
15. taking an assembly	52	9	12
16. investigating pupil absence	71	1	1
17. referring a child to the school psychological service	69	0	4
18. writing references for pupils	50	3	20
19. organising a school club	38	32	3
20. supporting a form tutor against an irate parent	63	4	6

Working total of returns = 73 Questionnaires

FIGURE 1

Graph showing absolute frequency of positive and negative responses towards pastoral activities

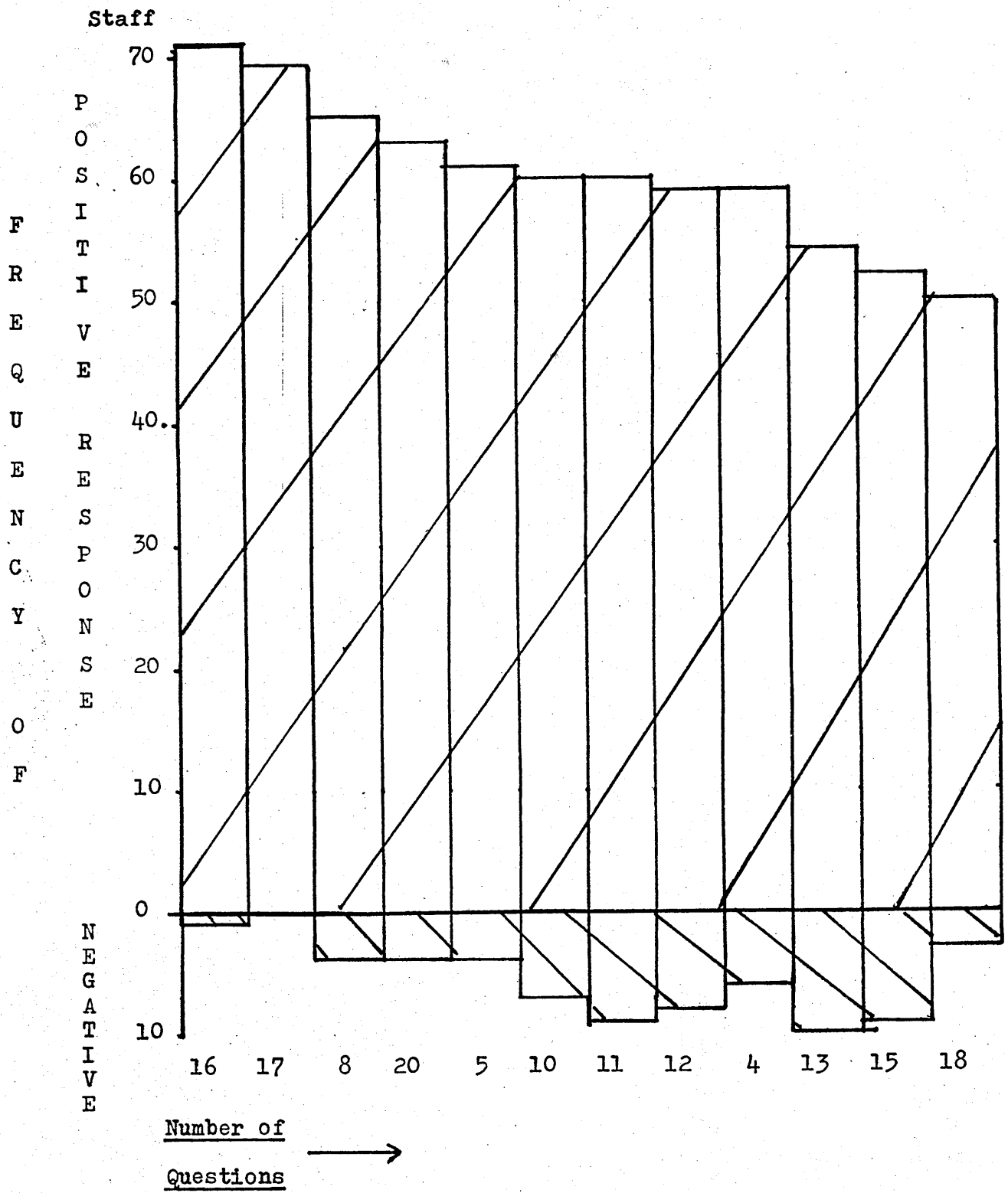
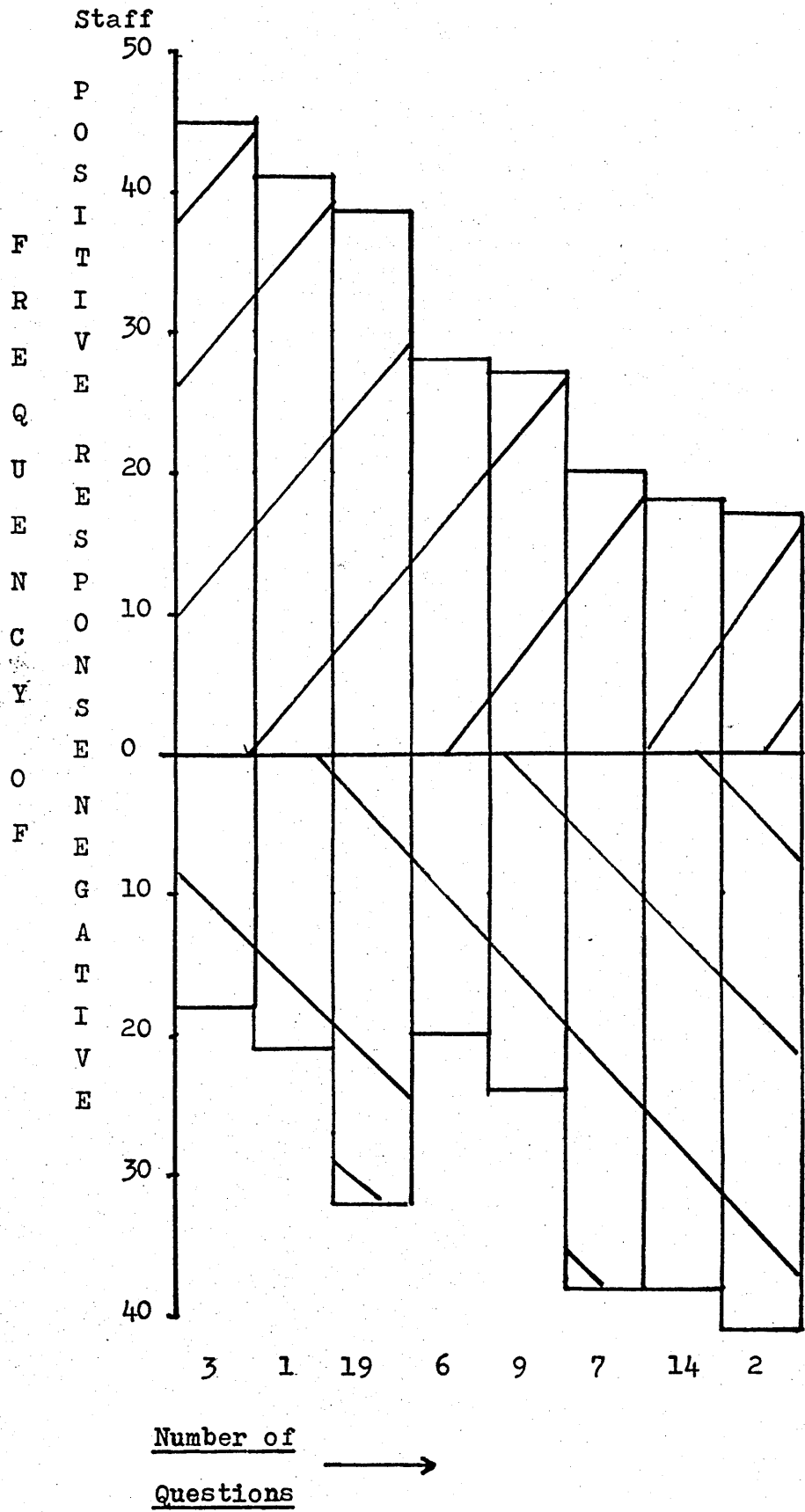


FIGURE 2

Graph showing absolute frequency of positive and negative responses towards pastoral activities



subscribed to the viewpoint that marking the daily class register was a valid pastoral activity. A substantial number of returns shared the viewpoint that helping pupils with subject choices in the third year was a pastoral activity, but there was uncertainty in other academic areas such as transferring pupils from the special education department into the mainstream, allocating pupils to sets and classes, and comparing the progress of pupils with different teachers. This was primarily because many staff considered any aspect of learning as being a purely academic matter as opposed to being a pastoral function too, as illustrated in Question 5, Appendix 3.

The academic and pastoral polarisation meant the 'split' had a profound affect upon the organisation and generally worked to its disadvantage. This kind of duality is fundamentally "...two sides of a unified process"...but schools tend to distinguish "...between the pastoral functions and the curricular functions of the teacher by splitting off 'pastoral care' and 'curricular provision' and creating an organizational structure that implies some kind of dichotomy between the two." (Richardson, 1973, p.14).

The Pastoral Leaders Attitudes Questionnaire (Appendix 2) as illustrated in Table 2, was inconclusive in its results concerning whether staff had a clear and shared understanding of the term 'pastoral care'. It was a small sample of five respondents. There was no 'positive' response: three replied 'sometimes' and there was one 'negative' response and one 'I don't know'.

In a healthy organisation, where sharing, empathy, tolerance, and caring are encouraged, such a variety of responses from the heads of year might have been acceptable in that colleagues would have attempted to work on the basis of differences. As the investigation unfolded, a key issue emerged in that it

TABLE 2Results of Pastoral Leaders' Attitudes QuestionnaireResults:

	<u>YES</u>	<u>SOMETIMES</u>	<u>NO</u>	<u>I DON'T KNOW</u>
Question 1 =	2	2	1	0
Question 2 =	0	2	1	2
Question 3 =	0	3	1	1
Question 4 =	0	5	0	0
Question 5 =	2	3	0	0
Question 6 =	0	2	3	0
Question 7 =	5	0	0	0
Question 8 =	4	0	0	1
Question 9 =	0	0	5	0
Question 10=	4	1	0	0
<u>TOTALS</u> =	17	18	11	4

Working total of returns = 5 Questionnaires

appeared as though the majority of heads of year were not prepared to relinquish any personal autonomy. They were generally dogmatic in expressing individual viewpoints.

Greater collaboration was needed between groups within the organisation, together with a change in the style of leadership, so that colleagues moved more in the direction of shared goals. It became increasingly clear during the investigation that those with managerial responsibilities needed to recognise and work towards staff strengths and to attempt to improve personal and group relationships within the institution.

In the open-ended Interview Schedule entitled 'Personal Opinions about Pastoral Care' (Appendix 3), teaching staff had an opportunity to develop their ideas about the meaning of pastoral care for them (Question 1). There was no consensus viewpoint. Even heads of year held markedly differing perspectives from one another ranging from a global view of the 'total educational development' to a more specific definition of 'supporting learning' to 'developing good human relationships'. Most teachers felt the need for some kind of in-service training in the areas of pastoral care and special education in order to gain expertise, skills, and knowledge that would make them more effective and helpful to pupils.

In answering Question 1 (Appendix 3), a first year form tutor of a special education class remarked, "I think the term pastoral care means a lot of things to a lot of people. To me it means a system that is alert to the personal problems of the children and it's not necessarily academic. I believe it should be staffed by those who have the time and have been trained for such a role or who have the experience and background of working with all types of children. I think the system in the school is too amateurish - not enough time is

given to the personal side and development of each child, and especially those placed in special education classes."

Another first year form tutor of a special education class, who had received secondment and training in special education, pastoral care and counselling courses, observed "I see pastoral care as a system by which we provide children with academic and social skills, and we also help them to become emotionally stable."

A head of department gave another perspective in commenting, "Pastoral care is concerned with the welfare of the pupils, the social running of the school, and it helps with integration between pupils. It brings people together from a different social background and it gets them to understand each other."

A narrow view of pastoral care was expressed by another first year form tutor, who stated emphatically it means, "...nothing academic; totally outside the classroom. I don't associate anything academic with pastoral care."

The different perspectives of pastoral care might have been more acceptable and beneficial to the institution, if they emanated from staff experiencing an articulate system against which they could evaluate their viewpoints. Some kind of rational planning of pastoral care was needed in the organisation. Even though staff held varying viewpoints from one another, there was much to be gained from discussion and collaboration in exploring issues, identifying problems, and deciding on a way forward.

Communication

There was no school policy document available to staff defining any pastoral care activities. Newly appointed teachers received a simple statement that pastoral care within

the school was organised on a horizontal basis with each Year accommodated as far as possible on one floor for registration purposes and Year activities. It was evident from personal observations and informal conversations with staff (Appendix 3), that teachers in the school received information about pastoral care matters - routine or otherwise - from meetings with the respective head of year, who in turn was sometimes -but certainly not always - instructed by either the headteacher or a deputy headteacher. Consequently, information was subject to interpretation with varying degrees of emphasis depending on the personal viewpoint of the head of year.

As the investigation unfolded and attention focussed upon communication, it became clear it was a source of frustration and dissatisfaction within the organisation. Random communication sometimes led to conflict, dissension, and a lack of cohesion developed between year staff especially in dealing with problems concerning pupils. For example, a head of year maintained a pupil's failure to complete homework was the sole responsibility of the subject teacher liaising with the head of department, while another head of year requested and expected all problems - including homework matters - to be referred immediately to him for his attention. Similarly, school rules especially those regarding compulsory items of uniform were interpreted differently by heads of year, and the staff tended to accept and carry out the expressed wishes of the head of year to whom they were assigned.

Many staff interviewed in Question 4 (Appendix 3), were of the opinion that this kind of dichotomy and attitude undermined the pastoral system in the eyes of staff, and caused pupils to become confused and unsure as to the precise nature of what was expected in these matters. However, several

members of the teaching staff held the pastoral care system within the institution in low esteem anyway. These members usually ignored heads of year, and instead worked through the respective head of department in all school matters.

Communication between the form tutors and heads of year was seen as crucial, and there was widespread dissatisfaction with the relationship. Form tutors needed to know what was expected of them, and clearly defined aims and tutor roles were envisaged by the staff generally as a pre-requisite to an effective pastoral system. A form tutor in Question 6 (Appendix 3) commented, "There's nothing more frustrating or unsatisfactory than the experience of a form tutor who refers a pupil to a head of year and finds there is no follow-up or feedback." Inadequate lines of communication and a lack of coordination can demoralise members of staff. As part of a middle management role, an effective head of year would be frequently required to work indirectly with his or her pupils through form tutors providing them with support and guidance.

The absence of a document outlining the aims of pastoral care within the school exacerbated the difficulties inherent in communication. In the 'Attitudes Questionnaire' (Appendix 2), Question 2 asked 'Are the aims of the pastoral system compatible with the aims of the school?' but each head of year was unable to answer in the affirmative because there were no aims communicated to the teaching staff. It was therefore inevitable that uncertainty and dissatisfaction would arise between rank and file staff and the middle/senior management. The heads of year confirmed this state of affairs in Table 2 (Appendix 2) relating to Question 1 - 'Are staff informed about personal and other guidance needs of pupils?'.

Consequently, important information relating to a

pupil was not always communicated to staff by some heads of year, either by default or else as a personal, discretionary policy of confidentiality in such matters. For example, a sudden bereavement might have caused a pupil's absence from school for a period of a fortnight. On returning to school, an uninformed subject teacher may unwittingly question the pupil about his or her absence, lack of homework, and inattention in class. It results in the pupil experiencing undue stress and embarrassment. Such behaviour by the teacher, however inadvertent, might be very upsetting for the unfortunate child. In order to prevent incidents of this kind arising in the future, a system was required to ensure all members of staff were informed about a pupil's change of circumstances. The managers of the organisation in acknowledging and respecting the professional integrity of colleagues needed to develop trust and mutual responsibility amongst its organisational members.

The Need for a Pastoral Care System

There was general agreement amongst the teaching staff interviewed in Question 2 (Appendix 3) that a pastoral system irrespective of its short-comings was essential in a large comprehensive, secondary school, especially where so many special education classes existed. It was acknowledged by some staff that children with special educational needs had more problems to overcome than their peers placed in the mainstream classes. Twenty per cent of the pupils in the first year were considered to have special educational needs and they were placed full-time in special classes.

Reasons for retaining a pastoral care system varied widely and included, "...it develops a community spirit", "...it helps to give children like those placed in special education a sense of identity and belonging", "...it can help

with school discipline", and "...it helps to develop particular kinds of relationships". However, a number of staff shared the viewpoint that more expertise was needed in this field, and it could only be achieved with a programme of staff training. A dissenting viewpoint, as reflected by a first year form tutor of remedial pupils, suggested that pastoral care existed only outside of the classroom because "...in this school the lessons are too academic and formal, and in the classroom situation there is no place for any pastoral guidance elements." This was a radical perspective shared by only a very small minority of those teaching staff interviewed.

Academic Versus Pastoral

There was widespread feeling that acute problems existed in the school in terms of the relationship between academic and pastoral elements. As attention focussed progressively upon this dual relationship, it became evident that the academic/pastoral split was a source of unrest amongst most members of staff. Very strong feelings existed as illustrated in replies to Question 5 (Appendix 3), when staff analysed and discussed the academic and pastoral components. Conflict and rivalry between protagonists of either component appeared to drive a wedge between them and it exacerbated existing differences.

Senior management seemed unable to bridge any divisions in the pastoral versus academic argument. A feeling of powerlessness pervaded the institution with regard to this issue, and the processes of decision making seemed inadequate in offering any solution. Most staff looked to senior management to provide an answer, but it only served to reinforce the perceptions of hierarchy already held by members of the organisation. As in other key areas, those entrusted with managerial

responsibilities appeared helpless and unable to manage the problem.

Many of the staff interviewed, however, gave support to the idea of having a clear division between the academic and pastoral. They viewed them as separate entities believing that such a juxtaposition was the only realistic method of operating the system, particularly in a large comprehensive secondary school, but it required good communication between them. There was a need for staff to collaborate and discuss differences, especially as teachers performed both roles. The 'split' was more **within** people rather than between people.

The head of the special education department in replying to Questions 3 and 4 (Appendix 3) maintained, "There is too much division. Year heads and most heads of department do not communicate sufficiently with one another and it militates against pupils. Pastoral care resources and personnel should, and must, nurture the learning within the school." A contrasting perspective alluded to by a first year tutor of special education children believed because the school was designated an 'Education Priority Area' institution some staff would remark about remedial pupils, "...what is the point? These children have very little chance of doing well academically anyway. The pastoral system in the school seems to reinforce this concept rather than supporting the academic and raising the sights of the children with special educational needs." A small minority subscribed to the viewpoint that pastoral care should be confined entirely to remedial pupils where a need really existed. It was felt the more able pupils were relatively free of difficulties and therefore a need for pastoral care did not exist.

A widely held opinion amongst subject teachers illust-

rated in Question 4 (Appendix 3) was that inside the classroom, learning in the sense of academic achievement and attainment was paramount, but personal, social, and vocational development were seen as the brief of the head of year and form tutor. It seemed an odd viewpoint when pastoral staff were also subject teachers having to perform a dual role. In amplifying this observation, a first year form tutor in response to Question 4 (Appendix 3) stated: "Some teachers believe they are only in the school to teach their subject, and they don't want to know anything about the social development of children, remedial or otherwise, and certainly do not include it as part of their teaching role. They like to say I teach my subject, whereas they should say I teach my children." A year head emphasised it was wrong to see the pastoral and the academic as two separate entities. He advocated fostering academic achievement as a central role of each form tutor and each year head, and that it was imperative to "...demonstrate that pastoral care has a central educative purpose within itself."

The heads of year as illustrated in Questions 4 and 5 in Table 2 (Appendix 2), acknowledged the conflict existing between academic and pastoral facets of school life, and in subsequent conversations admitted their personal differences of opinion aggravated these divisions. They were particularly critical of the lack of leadership in these matters from senior management, who appeared unable to manage conflict and were at a loss in trying to resolve these difficulties. When asked about these problems, they were reluctant to participate in this investigation because they felt it might arouse hostility. The headteacher commented that he thought time would eventually allow these matters to be resolved in the school's interest.

In Table 2 (Appendix 2), two heads of year agreed about pastoral care being important to the academic achievement of pupils - remedial or otherwise - while the other three believed it was sometimes true. The fact heads of year had a weekly meeting with representatives of senior management in school time did not endear them to heads of department who had only occasional meetings held after school when senior management and heads of year attended. It was this special treatment and relationship that made heads of year seem powerful figures in the eyes of the rest of the staff. There was a feeling expressed by a majority of staff in Question 4 (Appendix 3) that there should be more meetings between representatives of middle-management in the school so that they learn to appreciate each other's role.

A deputy headteacher in an informal conversation remarked: "Bad feeling has been created over the years between the academic and pastoral heads. Some academic heads are very unsympathetic towards pastoral matters and towards year heads, and this is when friction arises." A head of department who had been at the school since it first opened pointed out when the pastoral system was introduced in the late 1960's, it was done as far as he could recollect to help purely with matters of pupil discipline. At that time year heads were seen as limited academically in that they had not been heads of department and did not possess University degrees. The legacy of the earlier system still persisted in the early 1980's even though all but one year head had a degree and at least two of them had been heads of department within the school featured in the enquiry.

Discipline

Subject teachers and most heads of department referred incidents of pupil misconduct to the year heads and expected

action to be taken. However, one year head was adamant in replying to Question 4 (Appendix 3) that matters of discipline were the responsibility of the subject teacher and the relevant head of department. Two year heads expressed concern about the pastoral system operating in the school as a punitive agency, and they were anxious to ensure the system projected a 'caring' image. Other year heads maintained that by enforcing discipline and imposing sanctions, one was behaving like a good, responsible, and caring parent, and would ultimately be fostering the learning process. A year head commented informally, "...without effective discipline and adequate sanctions, a school of this kind with so many pupils, of whom a large number are remedial, would soon grind to a halt. In view of the fact year heads teach only a half timetable, they are surely in the best position to administer disciplinary measures and to support staff generally."

The whole subject of discipline was a major point of conflict, which at times could be very heated and the problems appeared insoluble. It was an area where many staff freely voiced their opinions whenever the opportunity presented itself primarily out of sheer frustration and a sense of powerlessness. The senior management body were aware of the significance of this contentious issue, and they needed to initiate discussion with staff about matters of discipline. It would have been desirable to work on the basis of marked differences amongst members of the organisation. It was important for the interpersonal conflict to be managed to the school's advantage, and some form of leadership was required in this respect.

An Effective Pastoral System

Most of the teachers interviewed in Question 5 (Appendix 3) shared the viewpoint that an effective pastoral system

required primarily a well-thought out policy with clear, realistic aims and roles that should be communicated to all members of the teaching staff. The calibre of year heads was seen as crucial in carrying out the policy and its aims. A subject teacher in the special education department was of the opinion a pastoral system was effective when each year head "...concerned himself with all problems, academic and pastoral, and then communicated them to the relevant authority or person. I have no clear idea as to what should happen in this school, either for remedial pupils or for those in the mainstream." A first year form tutor of special education pupils maintained in Question 8 (Appendix 3):

I think that an effective pastoral system needs pastoral leaders within the school who are trying to do their best for the pupils in their care. But I would like to see form tutors having a greater role to play. More training is needed for all personnel through some form of In-Service Training (INSET). Training should include acquiring skills in interviewing pupils, and in recognising those at risk, as well as in developing written programmes for pastoral care and guidance. I feel that heads of year should write or compile pastoral programmes for the form tutors. Furthermore, it is essential that senior management outline a clear policy as to what they mean and expect from pastoral care and also to give some idea as to what is its function.

Heads of year were of the opinion in the main, in Question 6 (Appendix 2), that the guidance facilities of the pastoral system were insufficient to meet the needs of all pupils. They believed - in replying to Question 7 (Appendix 3) - this could be rectified if guidance programmes were instituted for each year group, and a proper allocation of time devoted to this purpose. Most of the staff interviewed proposed that an effective pastoral system requires on-going guidance programmes, and to achieve this objective tutorial periods should be built into the timetable.

Although the first year induction programme and third

year options programme were welcomed, most staff considered such an approach as too piecemeal and were instead seeking a continuous programme throughout a pupil's schooling presented in set lessons. A head of department suggested in Question 5 (Appendix 3) the school should devise its own programmes to meet its own needs: "Ideally, there should be a team input of form tutors and year heads (and any other interested parties), and time should be made available to enable programmes to be drafted."

Although very much in the minority, several staff deplored the male dominated system, and proposed in responding to Question 8 (Appendix 3) there should be male and female heads of year with assistants. It was felt some pupils - and indeed some staff - have special, personal problems and would prefer to talk to somebody of the same sex. There was also an element of resentment because at least three female members of the teaching staff had received training and attained formal qualifications in this field, and yet there were no openings for them in the school, and they had been passed over when comparatively recent appointments were made for heads of year. There was no clear reason given for what appeared to be irrational organisational behaviour, other than a statement from a deputy headteacher who explained that the school was very concerned about problems of discipline and genuinely believed a male would be more effective in these matters. This view was endorsed by almost all of the male teachers interviewed.

When the school was in session few rooms were spare to permit pupil, parent, or staff interviews. Occasionally, the corridor was used for this purpose. Inadequate accommodation meant there was little opportunity for pupils to be

counselled and this was deprecated by those staff who had received training in this sphere, and who believed counselling should be the linch-pin of any effective pastoral system. Many staff supported these sentiments, but there were sharply contrasting views as to the exact meaning or interpretation of 'counselling'.

A first year form tutor of special education pupils in responding to Question 7 (Appendix 3) defined a counsellor as a person "...acting as a sounding board, not offering advice, but simply listening and then allowing children to leave...If they ask for advice or want to talk about it then fair enough. The availability of quiet rooms is desirable to meet this need." A number of staff envisaged counselling as initially listening to pupils explain their problems and then advising or even directing them. Generally, the confidentiality of these in-camera interviews was respected, but the teachers maintained this would very much depend upon the seriousness of the problem.

Maintaining good discipline to support and further learning was regarded by most staff as an integral feature of an effective pastoral system. High standards of discipline were expected on an individual and group level. In Question 6 (Appendix 3), a year head advocated discipline helping "...each child progress towards self-discipline, and particularly those remedial pupils who frequently have many difficulties of maladjustment to overcome."

Liaising with external agencies such as parents, educational psychological service, educational welfare officer, police, and social services, were considered paramount in helping with matters relating to discipline. Staff felt that parents should be informed more regularly about any serious

breaches of discipline. In more extreme cases it was felt the educational psychologist should be consulted. The majority of staff interviewed in Question 8 (Appendix 3) subscribed to the viewpoint that the pastoral care system within the school would function more effectively if it forged closer links with external agencies in the community. Teaching staff were highly critical of the size of the nominal roll of the school and most believed it was feasible, and indeed desirable, to divide the school into lower and senior comprehensive units.

Although many criticisms were levelled against the effectiveness of the pastoral system within the institution, there was a widespread feeling that the existing system of year heads, who remained with the same pupils from years one to five, should be retained. It was generally agreed though that much could be done to improve staff relationships and the system of communication. The organisational climate needed to be open to more scrutiny. It was also agreed changes were necessary to improve uniformity of functions between each year, especially in matters of discipline which had reached a crisis point.

A head of department commented in Question 8 (Appendix 3): "Some year heads are seen as weak by members of staff, and others are strong depending on how they react to disciplinary problems. This may be an oversimplification, but I think other rank and file staff see them like this too, and this is not good for a pastoral system like ours." There was also a feeling the year heads could be doing much more, especially as they were receiving - as suggested by a form tutor - "...very good salaries and plenty of free time to do their work. I think that many scale 1 teachers are disillusioned about their prospects because they get very little encouragement, recognition, and advice from their heads of year, and this may be

the reason why so few push themselves to get involved in extra-curricular activities at lunchtime or after school."

A number of teaching staff interviewed in Question 5 (Appendix 3) were of the opinion that an effective pastoral system required more staff meetings at all levels, including departmental, pastoral, inter-departmental, as well as full staff meetings.

Full staff meetings were usually held twice each term, at the end of a school day, and attendance figures ranged from fifty five per cent to sixty five per cent of the total staff. Conflict over the length of the school day had resulted in fewer staff attending such meetings. One teachers' professional association had taken a stand on this issue within the school, and most of its membership were not prepared to remain after school hours and therefore extend the school day beyond five and a half hours. The school's administration, together with the local authority representatives were unable to resolve the conflict.

The organisational arrangements of full staff meetings could have been improved. For example, the agenda was rarely available prior to the meeting. Several staff felt such meetings were of little value because decisions and policies relating to an item on the agenda had been decided prior to the meeting at an earlier senior management meeting. Some staff, especially younger members, were reluctant to express opinions in meetings of this kind in case their observations were interpreted as criticisms of either senior management members or the organisation itself. It was felt in many instances, that commenting on issues might jeopardise career prospects.

There were few opportunities in the school to examine extend, experiment, and develop personal relationships. Full

staff meetings were generally unsuccessful partly because of sheer size of numbers. An experiment with smaller, regular, group staff meetings, where there was common interest, might have been more effective and desirable in analysing issues, improving relationships and communication, and also in giving staff a genuine opportunity to participate in decision making.

A member of the special education department pointed out in Question 6 (Appendix 3): "The special education department never meets as a complete body of staff because of the timetable organisation. I feel the special education department is completely separate from the rest of the school and this is surely a bad thing." Other members of this department made the following observations:

"If I need to know what's happening I have to go out of my way to find out..."

and,

"As far as I can tell there is no monitoring of first year pupils' work in special education or elsewhere. In fact, I believe teachers use different reading tests from one another with their classes.

As far as I can tell nothing is standardised."

and finally,

"There is no communication of any kind and surely the pastoral system within the school should have picked this up by now and done something about it."

Many staff within the school, and not just those confined to teaching pupils with special educational needs, were of the opinion they worked in isolation. Consequently, staff considered there was an urgent need to improve communications at all levels within the organisation.

Guidance Programmes

Some of the negative and unsure responses towards the pastoral care system generally may have been eliminated if there had been an on-going, structured guidance programme within the school. The bulk of staff interviewed in Question 7 (Appendix 3) agreed with this perspective and recommended devising programmes to form an integral part of the material resources that would be essential if a pastoral system was to be meaningful and effective. A teacher in the special education department favoured a programme of activities for each year group with one period set aside each week to achieve this aim. In amplifying this response to Question 8 (Appendix 3), the teacher pointed out, "...a programme must be produced that is structured with clearly defined aims and objectives. There should be plenty of material provided, while allowing some flexibility for the teacher to make his or her own contribution. I try to get discussions going, but it's very hard, and if no extra time is allocated I should like to have a list of topics in a timetable form from the head of year for me to follow."

A variety of topics were included in the school's first year induction programme, but after a period of two days at the beginning of the pupils' first term, the programme came to a close. Nevertheless, it was the only formal guidance programme operating in the first year, and after its conclusion it was surprising to discover that no further programmes were introduced until the middle of the third year.

With the exception of the few specific programmes, formal pastoral guidance centred on form tutors having the freedom to introduce their own ideas and to present them to their respective tutor groups when time allowed. Some tutors coped well in this situation, but most lacked the experience, knowledge, and

in the main found it difficult to sustain ideas and topics.

As the data in the investigation was processed by a system of progressive focussing, it became evident there was a need for the pastoral system to include tutorial periods together with a continuous programme of activities for each year group. If programmes were structured and built into the timetable, there were sufficient 'human resources' available in the form of surplus staff to assist form tutors during tutorial/registration periods. Staff could decide what form this help would take. For example, it might entail setting-up a workshop in the school to devise programmes, and to consider methodology and resources, and these activities could be evaluated by the whole staff.

First Year Induction Programme

In order to help pupils adjust quickly and smoothly to their new comprehensive secondary school, the majority of staff considered the first year induction programme to be of value. It was presented chiefly as a framework of topics and administered over a period of two days. The emphasis was placed on class and group discussion led initially by the form tutor.

Most year heads were agreed, as illustrated in Question 8 (Appendix 2), that the induction programme helped remedial pupils in particular to settle down in their new environment and to make some new friendships, as well as to get to know the form tutor quickly. A head of year observed in replying to Question 6 (Appendix 3): "The objectives of the programme were straightforward in helping to create an environment where special education pupils felt free to express their worries and feelings generally, and also in making them appreciate that the staff were aware of their

problems and anxious to help them." The majority of staff were of the opinion that the programme had been meaningful to pupils and worthwhile. Some reservations were expressed about its structure, and also the fact it was presented over a brief period of only two days. The following comments were made by teaching staff in responding to Question 6 (Appendix 3):

"The programme was well organised and the children benefitted tremendously";

"It was too concentrated, even hectic";

"I felt shattered at the end of the two days, but it was valuable";

"I could not cover all the topics in the short time available";

"A simple plan of the school might have been helpful".

In evaluating the programme, several staff included pupil observations,

"It made me feel less worried about the school";

"Too much talking from the teachers, it was boring";

"I would liked to have gone around the school a bit more".

Although the programme had shortcomings, it provided the new intake with an excellent introduction to the school. Its success resulted in most staff forming the opinion that on-going guidance programmes would benefit all pupils throughout the school, while simultaneously advancing the cause and status of pastoral care within the school.

Structured Pupil Response Questionnaire (Appendix 4)

44 pupils with special educational needs took part in this self-report attitudes questionnaire that was administered towards the end of their first term in the school.

In figure 3 (Question 1, Appendix 4), the responses suggested pupils had a strong sense of identity with the school and its pastoral system. When worried, pupils talked to form tutors as often as they spoke to parents, and the head of year figured prominently in this too. It was surprising to see so few pupils turning to friends to discuss anxieties or personal problems. It was noticeable that very few pupils placed in special education classes in the first year made any real and lasting friendships with their peers. Even during lesson time pupils were far more quarrelsome with one another as compared with their counterparts placed in the ordinary classes.

A positive response was shown by pupils in figure 4 with the greatest number of respondents being prepared to listen to their form tutor during the registration session. Although only a few asked advice at that time, it was evident during the year special education pupils were always eager and ready to ask questions. In this respect they seemed to have fewer inhibitions than their counterparts in the mainstream.

The overwhelming response to Question 3 illustrated in figure 5 that most pupils went home directly at the end of each school day. Those who attended a club or participated in school teams featured at the lowest end of figure 5. In fairness very few extra-curricular activities operated after school other than a variety of sports' clubs. The only activities occurring weekly or fortnightly were the first year newspaper club, first year orchestra, handicrafts club, and a first year choir met occasionally. There was a reluctance on the part of most staff to remain behind at the end of the school day to either run a club or else simply help. Several reasons were given for this poor response:

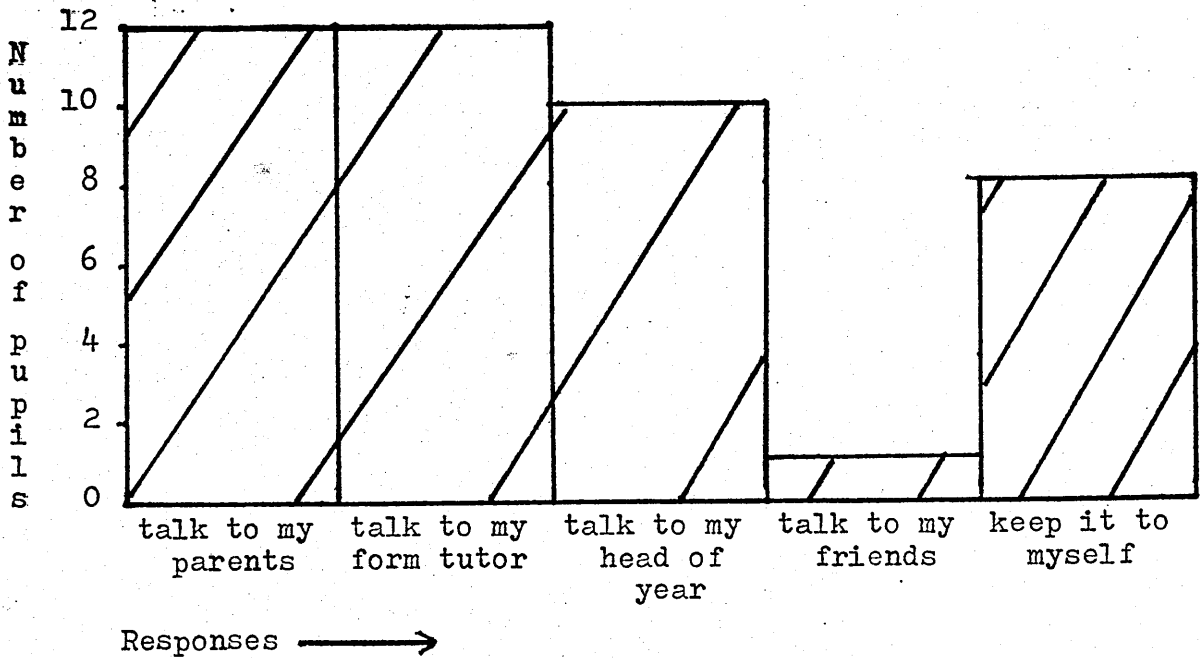
"...too tired after a hard day's work";

FIGURES 3 AND 4

Graph showing pupil response to Question 1

Question 1: If I felt worried about anything in school I would...

Figure 3



Working Returns = 44 Questionnaires

Graph showing pupil response to Question 2

Question 2: The registration period is a good time to.....

Figure 4

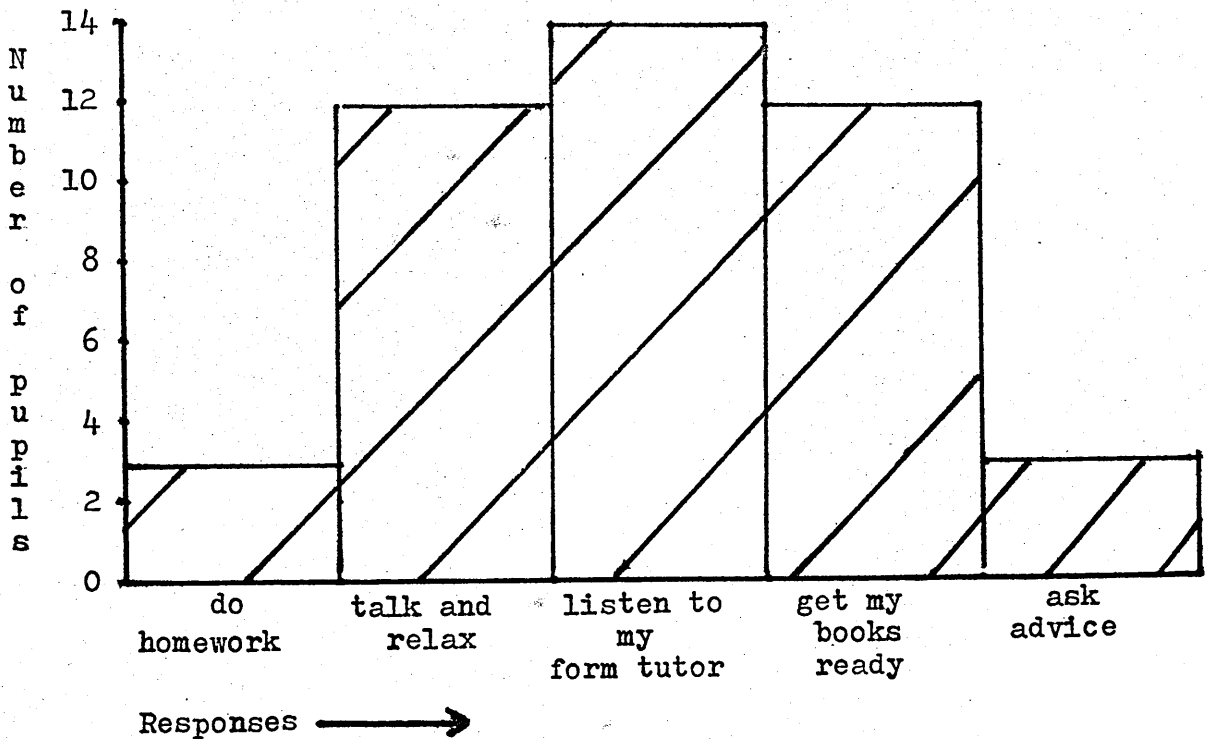
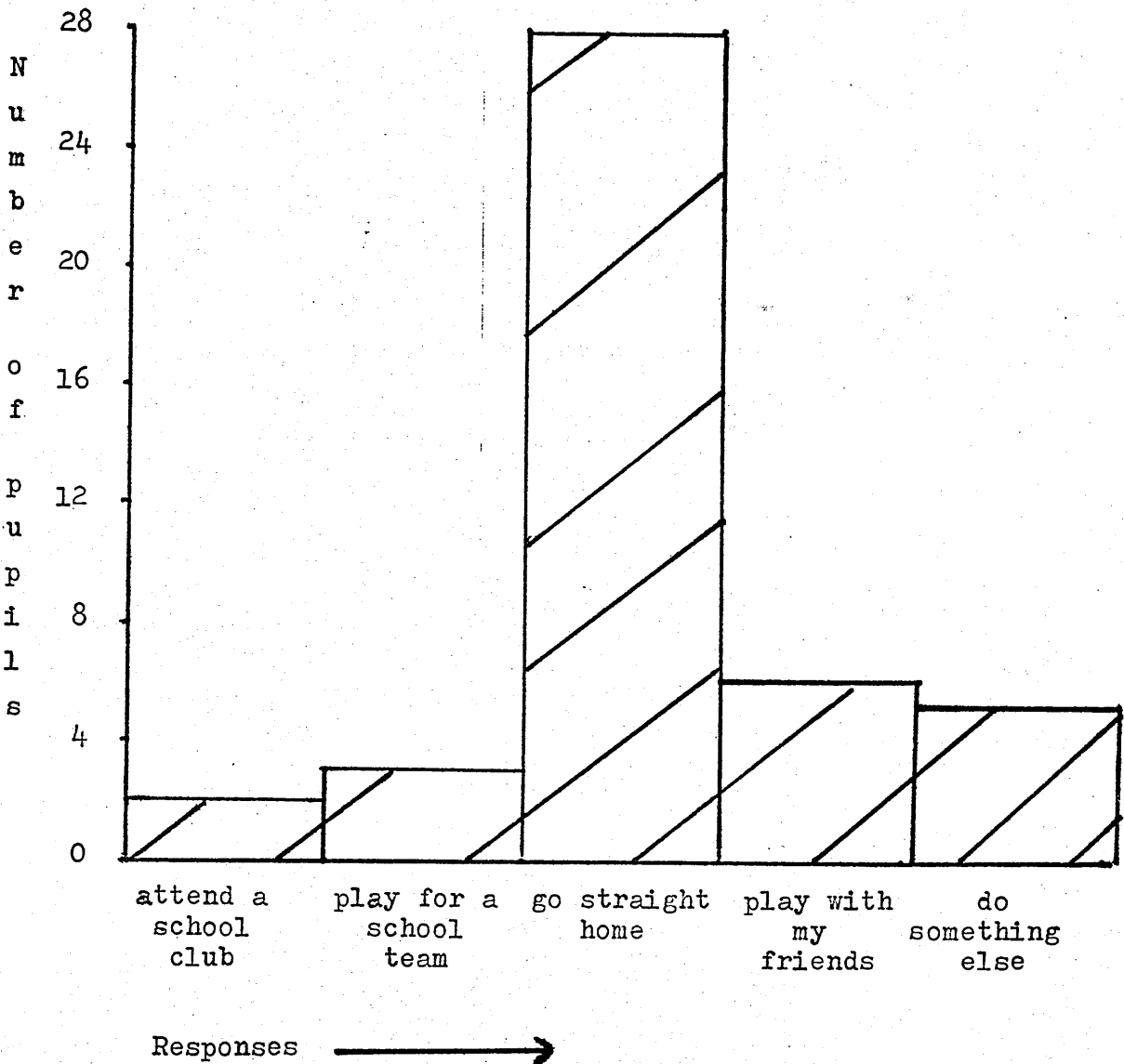


FIGURE 5

Graph showing pupil response to Question 3

Question 3: After school in the afternoon I sometimes.....

Figure 5



Working Returns = 44 Questionnaires

"I'm not paid to stay behind";

"I would assist with a club if asked, but I would not want to be solely responsible for its running".

A number of younger and newly appointed teachers gave the last reason.

Pupils had mixed feelings towards completing homework or other after school assignments, although there were no strong feelings against these activities. Most pupils enjoyed doing homework at some time as illustrated in figure 6.

There was a positive response in figure 7 towards "talking to my teachers". There was no doubt during the year that form tutors and subject teachers of pupils with special educational needs had to be alert to stimulating the interest of the children. Oral aspects of lessons were seen as important by teaching staff, in order to cultivate good relationships between pupils and teachers, and also in helping to develop and understand pupils.

In spite of a positive response shown by pupils in figure 9 towards "enjoying lessons", most of the respondents were glad to see the end of the school day as illustrated in figure 8. Each lesson was of fifty five minutes duration in the morning session, and of one hour in the afternoon. In view of the children's learning difficulties and limited powers of concentration, most staff felt the lessons were much too long. The teacher needed to be resourceful to retain the interest of pupils with special educational needs. Year heads were more often summoned to deal with problems in these lessons -for behavioural reasons or otherwise- than they were to resolve differences in the mainstream classes. It was a source of dissatisfaction with year heads, who felt these

teachers should seek the help and assistance of the head of special education department in the first instance to try to resolve any difficulties.

Pupils were equally divided about "wearing school uniform", as illustrated in figure 10. As pupils moved through the different year groups in the school, feelings against wearing uniform strengthened. Teaching staff, including heads of year, held strong, contrasting views about this matter. However, the vast majority of staff supported the school rule of compulsory uniform in the junior years of the secondary school.

Only a very small percentage of pupils disliked going out into the school yard at break-times, as illustrated in figure 11. Their reasons were usually related to bullying or some other form of intimidation, and they tended to be the more timid element in special education classes. Every effort was made to prevent bullying and violence taking place on school yards during morning break-time. A 'duty' teacher was assigned to each year yard, and several others patrolled the building and other key areas. There were no senior pupil monitors or prefects appointed to assist in pupil control.

At lunch-time, the situation was more difficult to contain because only a handful of senior staff and ancillary helpers were on duty. Bullying was more widespread at that time, as pupils were left to their own devices; the pastoral system in the school appeared to break down at this point. Year heads were divided amongst themselves in their viewpoints about school duties being envisaged as an extension or even a part of the pastoral care system.

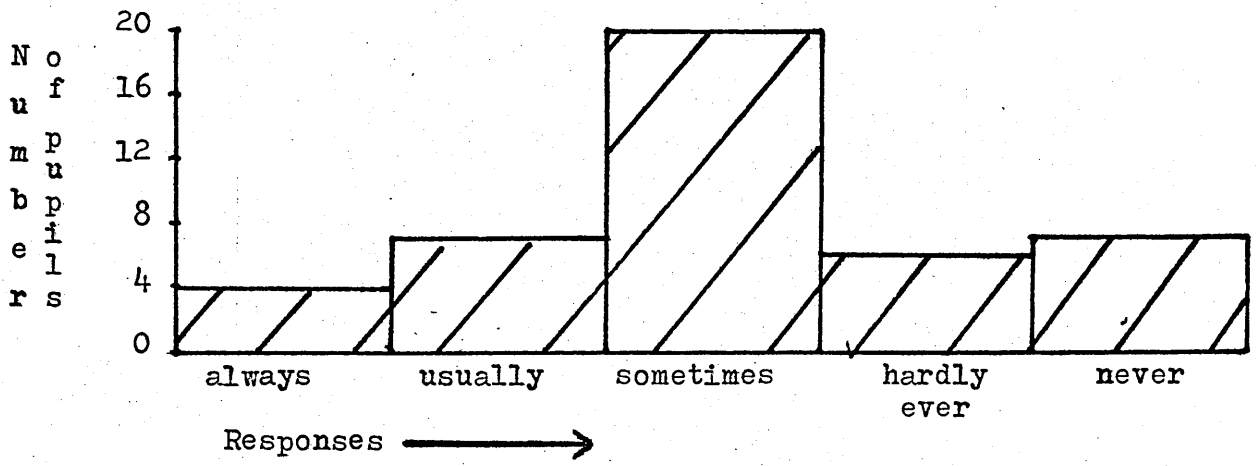
The majority of remedial pupils in the first year looked forward to "attending school each day", as shown in figure 12. Only a small minority gave a negative response, and

FIGURES 6 AND 7

Graph showing pupil response to Question 4

Question 4: I enjoy doing homework.....

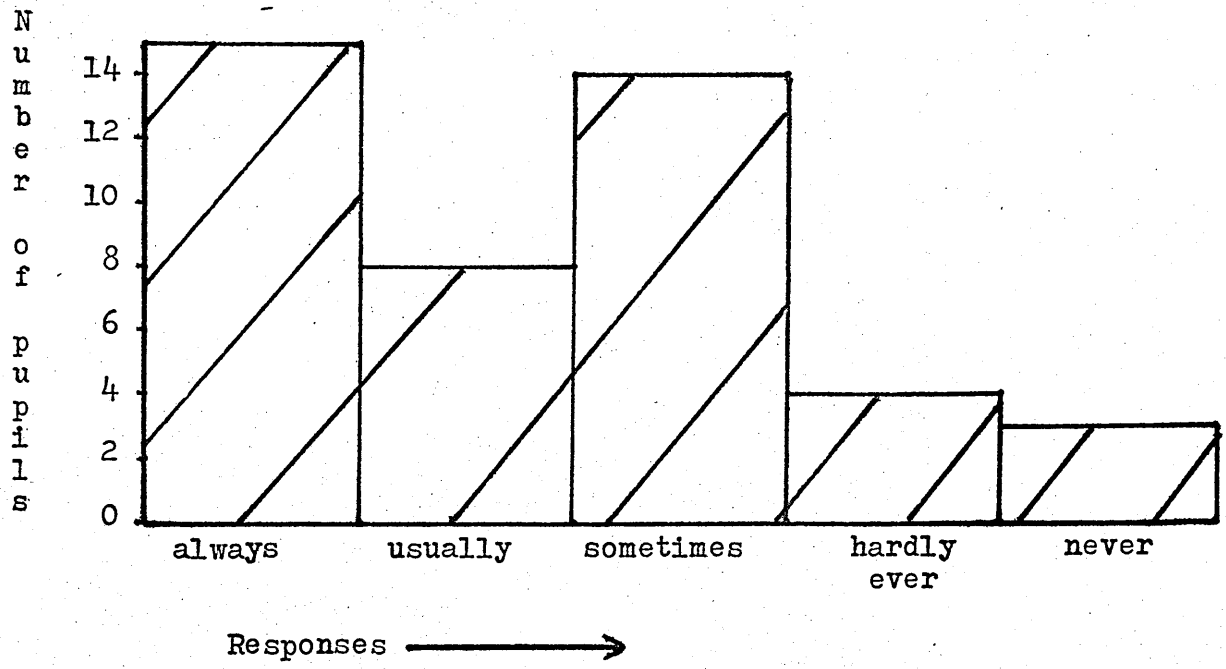
Figure 6



Graph showing pupil response to Question 5

Question 5: I like talking to my teachers.....

Figure 7



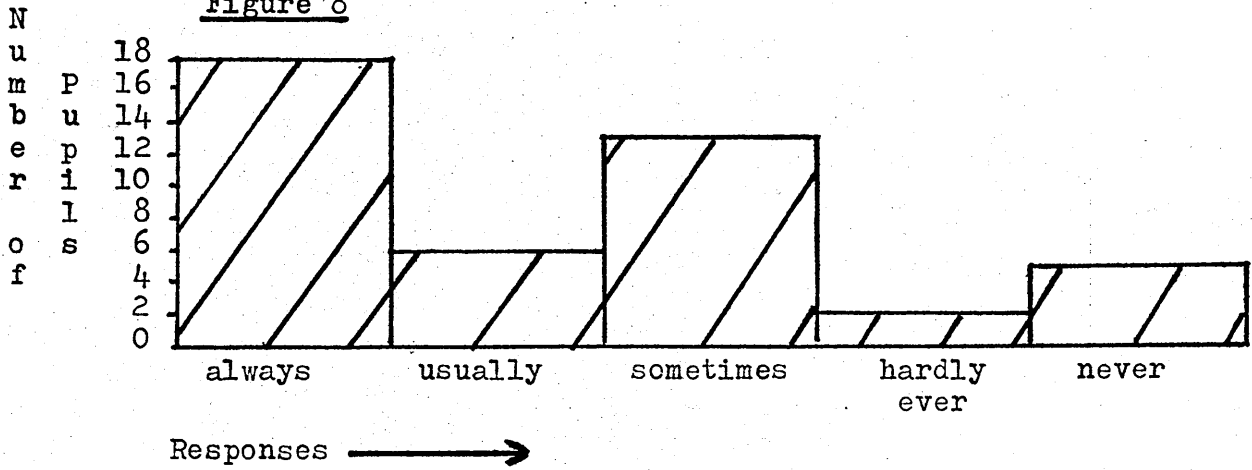
Working Returns = 44 Questionnaires

FIGURES 8 AND 9

Graph showing pupil response to Question 6

Question 6: I am glad to see the end of the school day.....

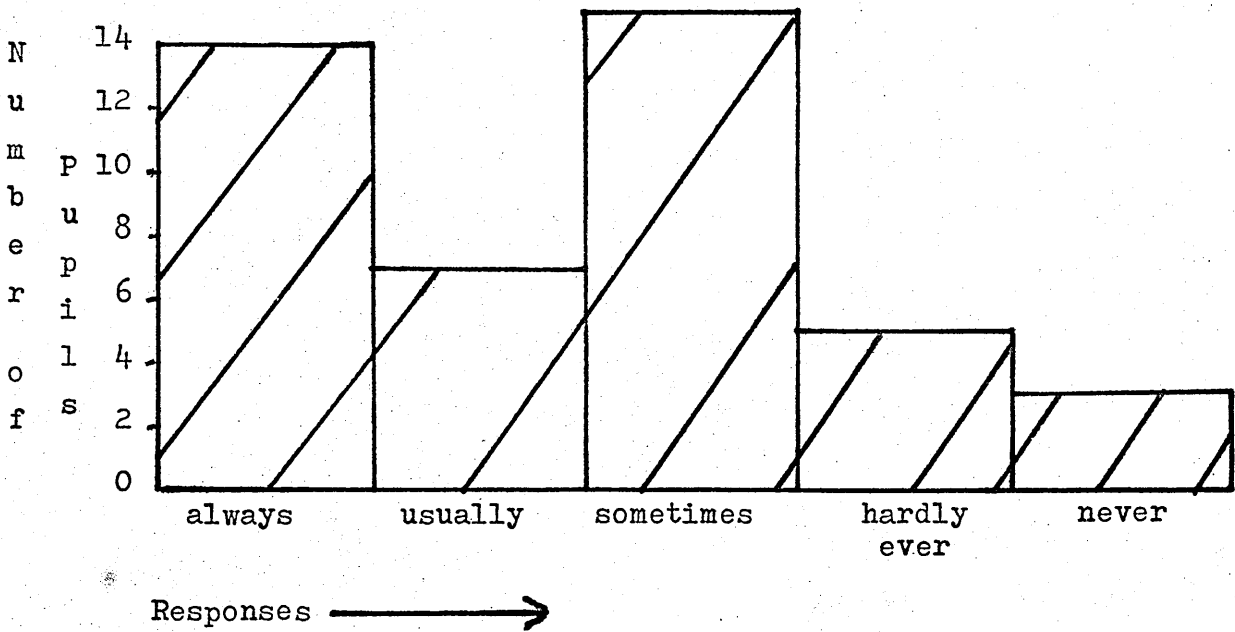
Figure 8



Graph showing pupil response to Question 7

Question 7: I enjoy my lessons.....

Figure 9



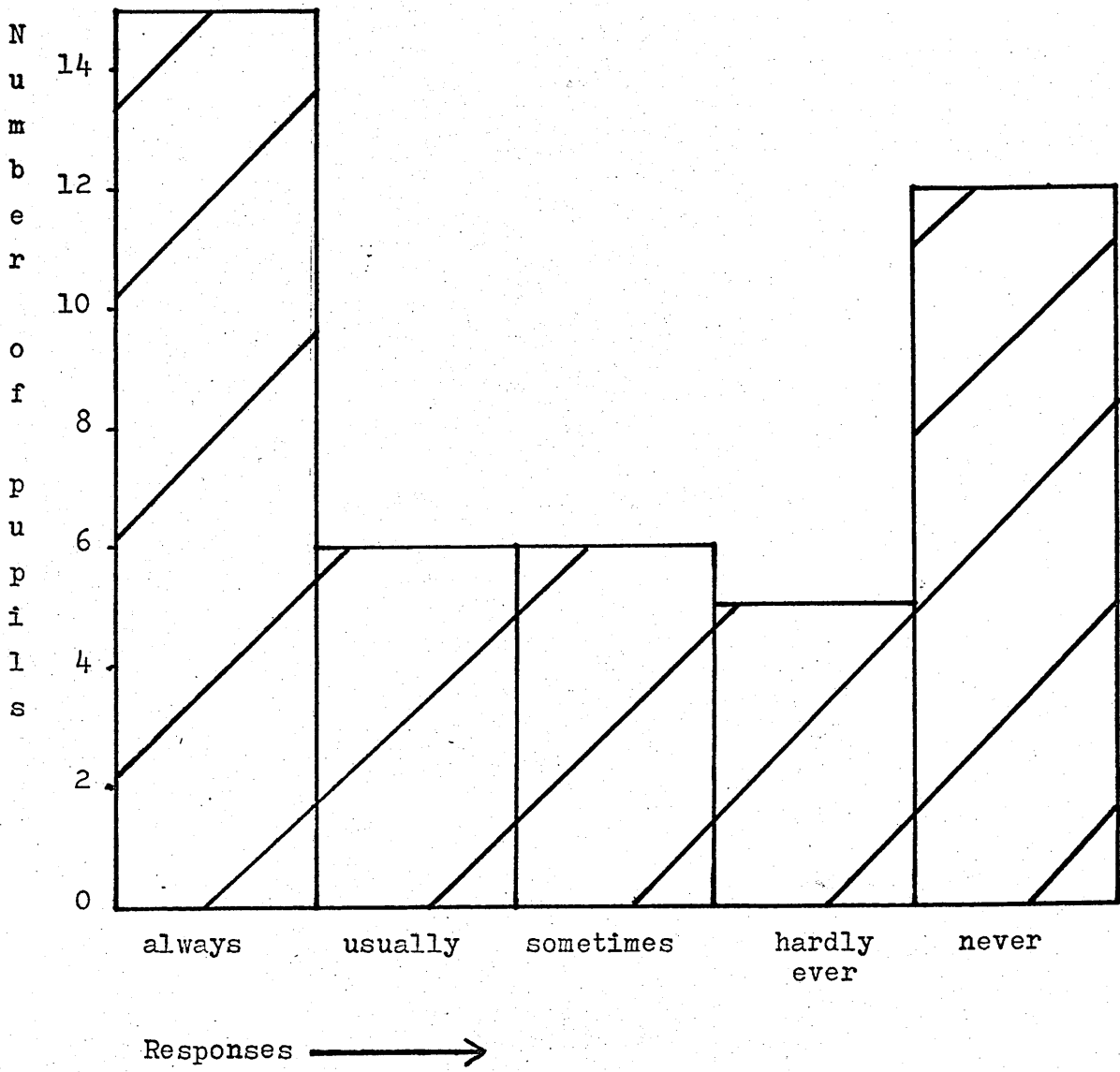
Working Returns = 44 Questionnaires

FIGURE 10

Graph showing pupil responses to Question 8

Question 8: I like wearing school uniform.....

Figure 10



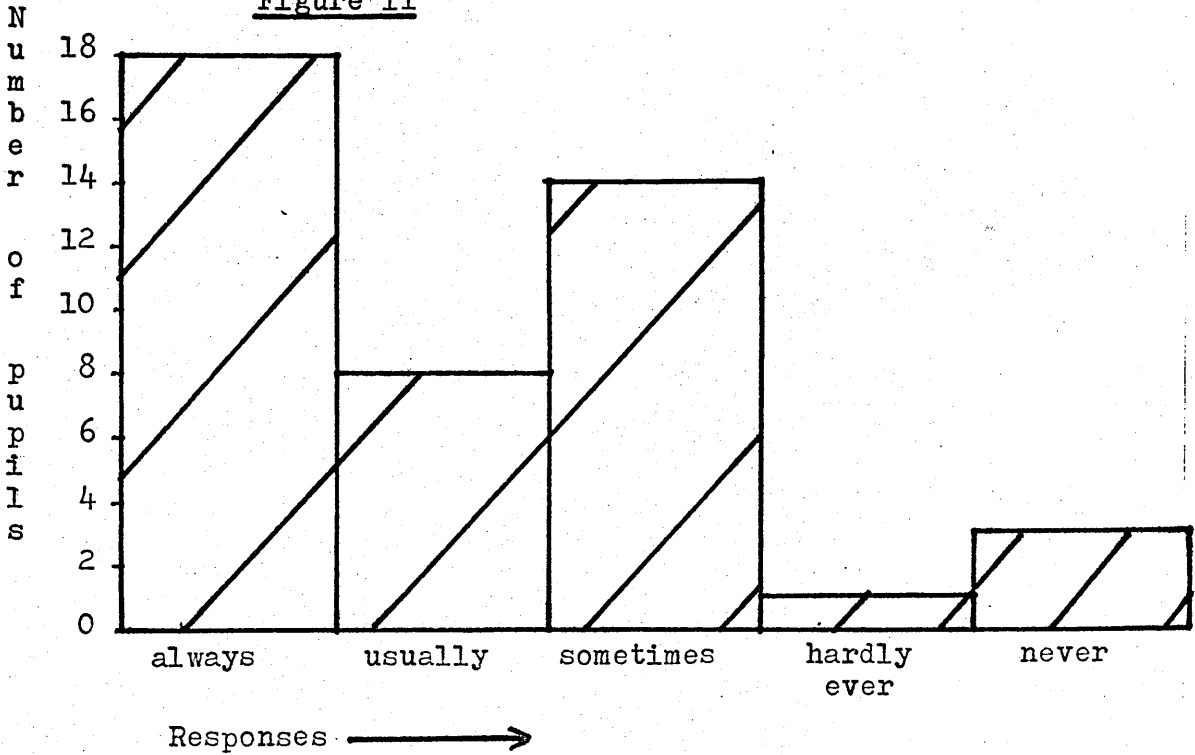
Working Returns = 44 Questionnaires

FIGURES 11 AND 12

Graph showing pupil response to Question 9

Question 9: I enjoy going out into the yard at break-times....

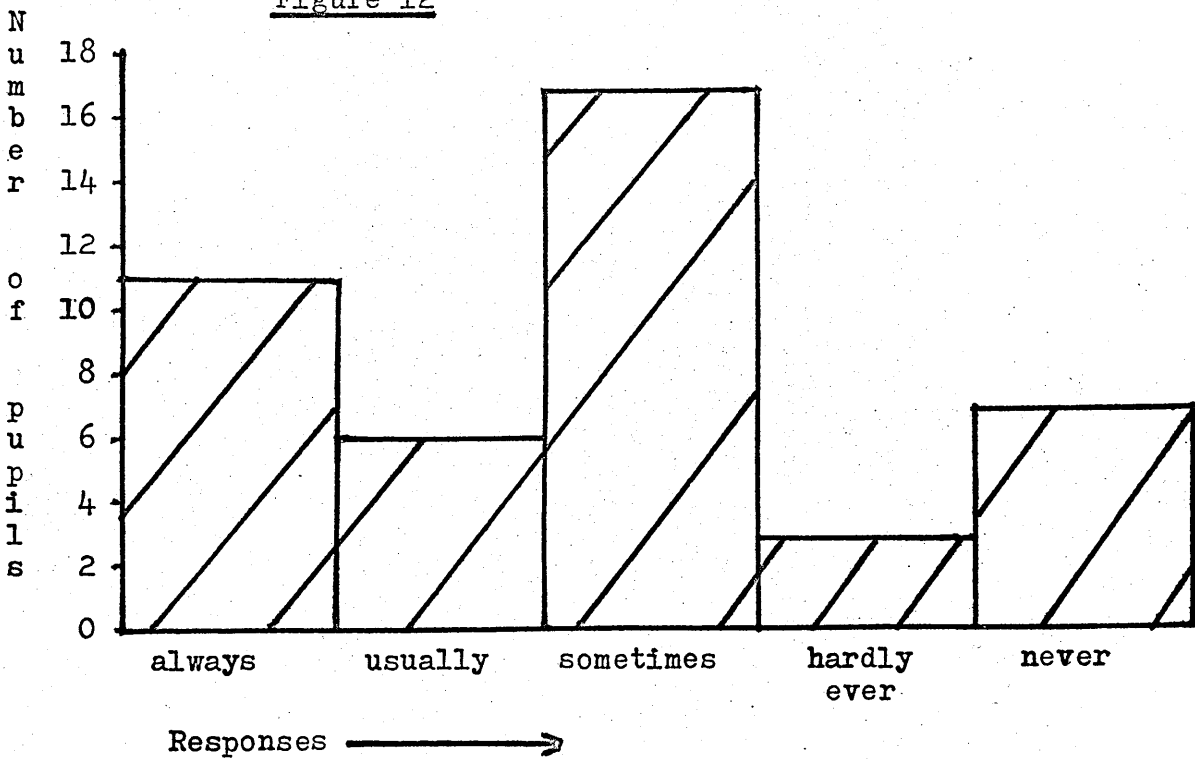
Figure 11



Graph showing pupil response to Question 10

Question 10: I look forward to going to school each day.....

Figure 12



Working Returns = 44 Questionnaires

when this was pursued further, it was evident these pupils were absent most frequently. They had fallen behind in their studies as a consequence.

Pupil Attitudes Towards Their First Year in a Comprehensive Secondary School (Appendix 5)

Forty eight pupils with special educational needs in the first year took part in this fourteen item attitude questionnaire and interview schedule. It was administered at the end of the Summer term.

After a period of a year, it was thought remedial pupils would have a good insight into the school's pastoral system and its daily operations. Their views would be considered by the researcher as meaningful and relevant to the investigation. The general attitude of such pupils towards the school might reflect the efficacy of its pastoral system. Furthermore, it would be of interest to compare and contrast the results of this questionnaire (Appendix 5) with the instrument that preceded it (Appendix 4).

As illustrated in figure 13, there was an overwhelming and positive response to Question 1 (Appendix 5), where pupils stated that they enjoyed the first year in their new environment. Even at the end of the Christmas term most pupils were favourably disposed towards the school (Appendix 4), but interest and attitude increased markedly by the end of the first year with over ninety per cent responding favourably. In the supplementary Interview Schedule (Appendix 5) various reasons were put forward including,

"I like going to different lessons with different teachers";

"I like being with my new friends in a much bigger school";

"I enjoy doing games after school".

Although pupils enjoyed the school experience overall, a much smaller number of respondents actually looked forward to attending school each day as illustrated in figure 14 (Question 2, Appendix 5). These results were somewhat similar to the earlier questionnaire (Appendix 4). Those favourably inclined in the Interview Schedule tended to give similar responses to those shown in figure 13. Negative responses included,

"I find my lessons very hard";

"Some of the other children bully me";

"I like being at home and not in school".

There was an overwhelming response to Question 3 (Appendix 5) with most pupils finding the teachers helpful as illustrated in figure 15. It became increasingly clear in subsequent interviews that less able pupils relied heavily upon the teaching staff in coping with each school day. The pupils experienced learning difficulties, emotional upsets, anxieties, and many wanted to talk to teachers in order to be noticed and to have a sense of identity and belonging.

A substantial number of pupils, as illustrated in figure 16 (Question 4, Appendix 5), did not think school was a waste of time. They believed it could improve their life-chances, especially in securing employment on leaving school. Of the very small number of pupils showing antipathy towards the institution, almost all of them had poor school attendance, and they were seriously underachieving as a consequence. Absences were often condoned by parents, who admitted to the school's educational welfare officer that children were kept home to help look after other members of the family or else to run errands. Heads of year and form tutors made every endeavour to improve attendance and the system of monitoring was generally

very good (Appendix 6c). An analysis of the results in figure 16 confirmed the findings of the attitudes shown by special education pupils to similar statements in Appendix 4 set in the Christmas term.

Less than 20% of the respondents admitted to being in trouble in school, as shown in figure 17. In general it was of a minor nature and involved descriptions such as, "walking down the wrong side of a corridor", "playing in the wrong yard at break-times", and "not finishing my homework". More serious reasons included "bullying other pupils", "fighting with another pupil", "being cheeky to a teacher". Another pupil stated, "I am always in trouble, but I can't really help myself, and most teachers do help me". As soon as this pupil received regular attention from a head of year and form tutor, he was no longer in trouble. Most staff managed to cope with difficult situations, and their individual understanding and empathy was helpful to these children.

Staff who taught first year special education pupils or else encountered them around the school, were of the opinion that the vast majority of these children were polite and well-behaved. Most form tutors resolved discipline problems as they arose, and only referred more serious incidents to a head of year: most form tutors considered this as part of their pastoral role. However, subject teachers tended to refer less serious discipline cases to a higher authority and this often led to resentment because heads of year and heads of department in general felt that all teachers should try to resolve their own problems in the first instance. It would have been desirable for form tutors as subject teachers and vice versa, as part of their pastoral care role, to have a similar approach in these matters.

Most pupils enjoyed homework, and the results of Question 6 (Appendix 5) illustrated in figure 18 were similar to the previous questionnaire (Appendix 4). In the Interview Schedule, respondents gave various reasons why they enjoyed homework including, "homework is something different", and "I get bored after school if I haven't got homework". The main reason given for the dislike of homework was that it impinged upon free time when first year pupils had more interesting things to do. In spite of limited academic ability and genuine learning difficulties, teachers maintained that most remedial pupils made every effort to produce a good standard of work. It was evident from the Interview Schedule homework was a new experience for most pupils. The topic on homework in the Induction programme helped pupils to undertake this new experience.

Figure 19 showed that approximately forty per cent of remedial pupils were sent to the head of year at some time during the first year. If the reason for referral was behavioural, the results might have suggested the pastoral system was regarded as punitive. However, the bulk of pupils were sent to the head of year to collect miscellaneous information that included holiday dates, medical forms, and to forward a letter from a parent. Of the twenty one pupils sent to the head of year, only six gave behavioural reasons chief of which was fighting with another pupil from the same class. An equal number of boys and girls were sent.

In spite of remedial pupils frequently quarrelling with their peers, particularly during lesson time as indicated by teaching staff, nearly all of them made new friends as illustrated in figure 20. Subsequent interviews highlighted "making new friends" as an important factor in helping pupils

FIGURES 13 AND 14

Graphs showing pupil responses to Questions 1 and 2

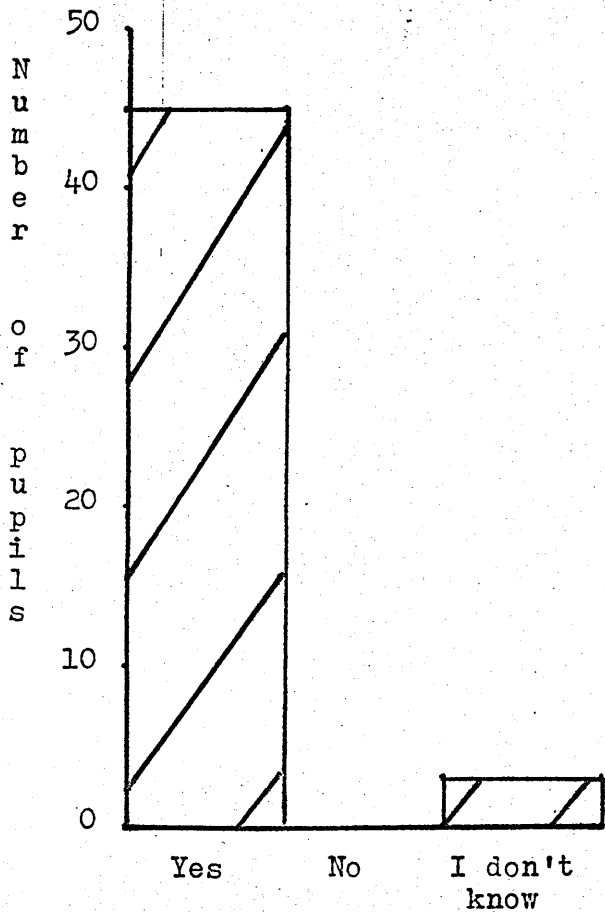
Question 1 (Figure 13)

Have you enjoyed your first year at the school?

Question 2 (Figure 14)

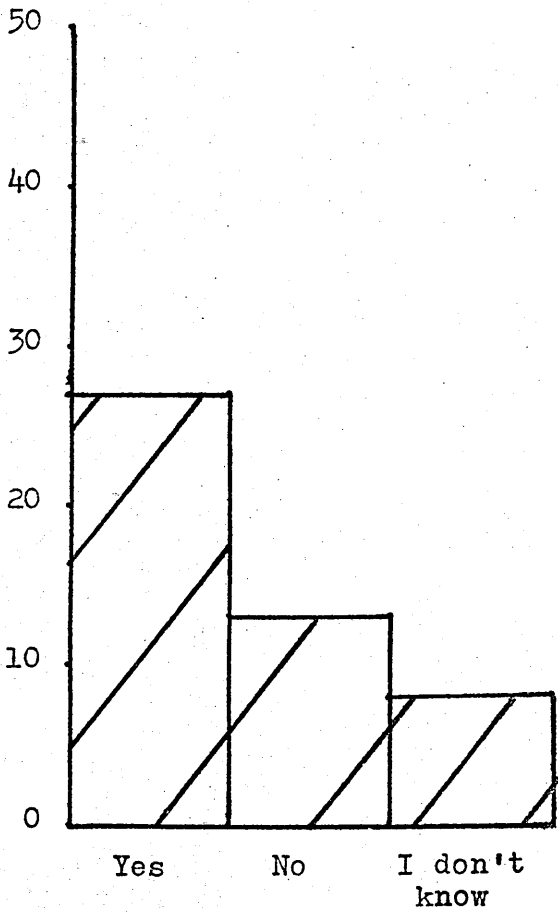
Do you look forward to coming to school each day?

Figure 13



Responses →

Figure 14



Responses →

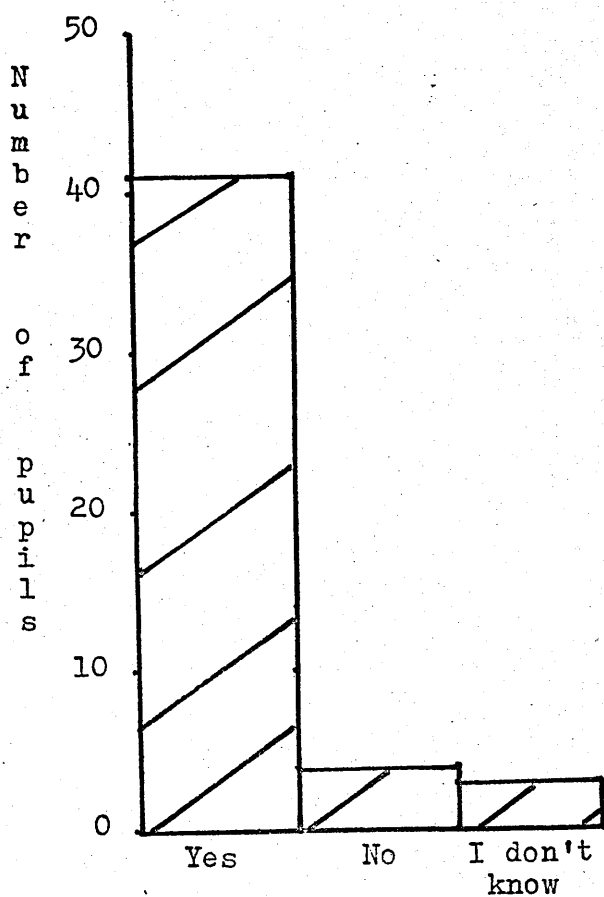
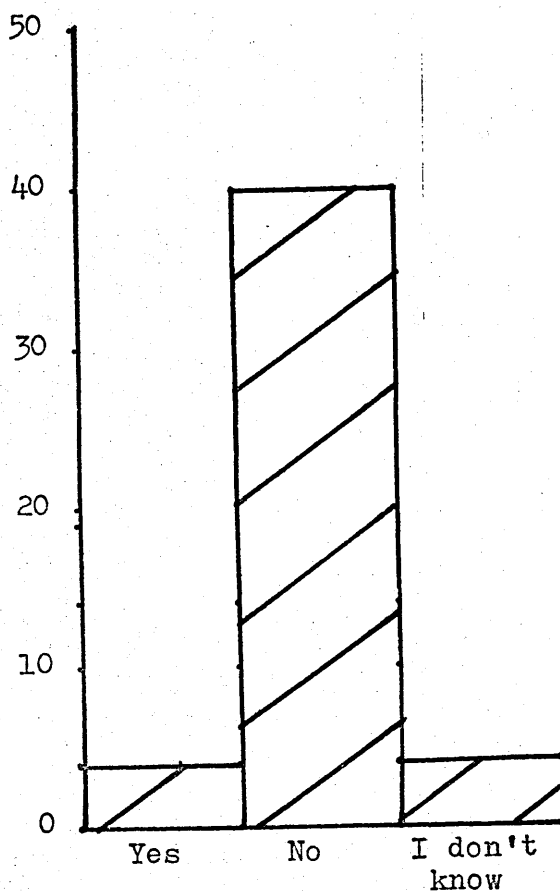
Working Returns = 48 Questionnaires

FIGURES 15 AND 16Graphs showing pupil responses to Questions 3 and 4Question 3 (Figure 15)

Do you find the teachers helpful?

Question 4 (Figure 16)

Do you think school is a waste of time?

Figure 15Figure 16Working Returns = 48 Questionnaires

FIGURES 17 AND 18

Graphs showing pupil responses to Questions 5 and 6

Question 5 (Figure 17)

Are you ever in trouble in school?

Question 6 (Figure 18)

Do you like doing homework?

Figure 17

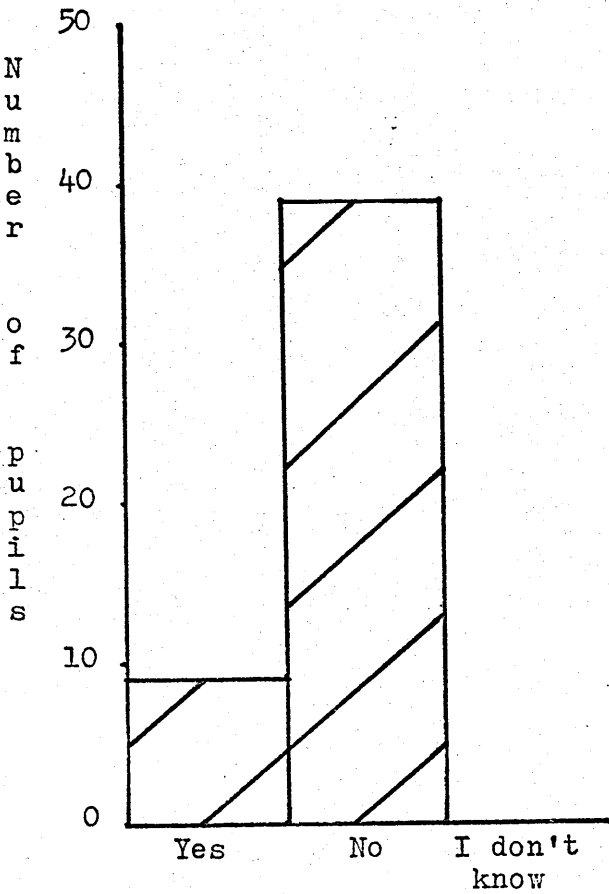
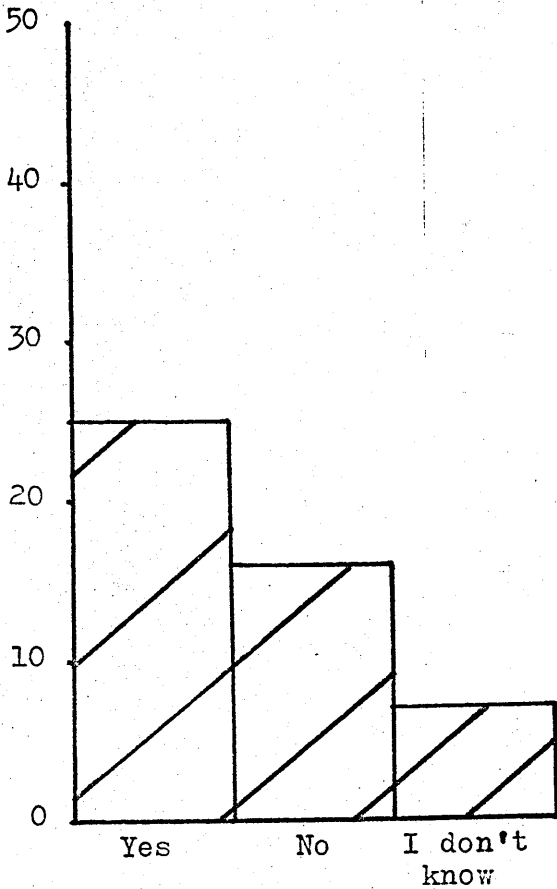


Figure 18



Working Returns = 48 Questionnaires

to enjoy and adjust to their new environment, although it usually took some time for firm friendships to be established. Several pupils mentioned meeting friends each day as the most important reason for attending school. Teachers encouraged pupils to join school clubs partly because it gave the latter an opportunity to make new friends. It was unfortunate that only a limited number of clubs were available, and as children moved into the middle school even fewer were available. The value of clubs was recognised, but staff were reluctant to accept responsibility for organising these activities.

Of the six pupils who had not made new friendships, two of them were particularly unhappy with their loneliness, especially as they appeared to have no friends outside of school. Every effort was made by staff to introduce these pupils to other children in the hope that friendships could be formed. In addition, considerable fuss was made of these pupils in the likelihood that they would respond favourably towards school. Problems of this nature were usually highlighted and discussed by teachers in their fortnightly meetings with the head of year, or else they were referred to the head of year as the need arose. The fortnightly meeting was of limited value because the time factor prevented meaningful discussions. Staff considered the meetings to be far too brief. Other than talking individually to a year head, there was no means of formal group discussion of this kind, and it was regretted by teachers generally, who believed there was a need. In addition to discussing emerging issues and pastoral matters generally, such meetings would have helped staff to get to know one another a little better, especially incoming teachers.

In figure 8 (Appendix 4), bullying was projected as a problem pupils had to reconcile. In figure 21 (Appendix 5),

nearly forty per cent of pupils claimed they were bullied by older pupils at some time during the first year. In every case bullying involved physical violence to some degree and not just verbal abuse, although there were no serious incidents. Pupils caught bullying were as a rule kept in detention by the head of first year, although there was no uniform policy in the school for this or any other breach of discipline.

In figure 22, almost twenty five per cent of pupils felt punishments administered in the school were too severe. Form tutors considered discipline in the first year was fair, firm, and secure. It was not seen as repressive, and several interviewees believed staff interest shown towards them personally helped to develop good staff - pupil relationships. Most children accepted the punishment system as being fair. The following viewpoint was expressed by a pupil and endorsed by her peers, "If you are not strict the boys and girls won't do as they're told".

Punishments included reprimand, detention, parental referral, and in exceptional cases corporal punishment would be administered. It was the headteacher's intention to phase out corporal punishment over the next few years, although no reasons for this policy were conveyed to members of staff. In the meantime, heads of year were permitted to use this sanction at their discretion, although two heads of year were completely opposed to its use at any time. Teaching staff were divided on this issue and feelings sometimes ran high.

The absence of a consistent policy regarding disciplinary measures in the school and between year groups meant as far as many teachers were concerned that school discipline was always in danger of breaking down. It was a matter of considerable concern and private discussion. As the investigation

FIGURES 19 AND 20

Graphs showing pupil responses to Questions 7 and 8

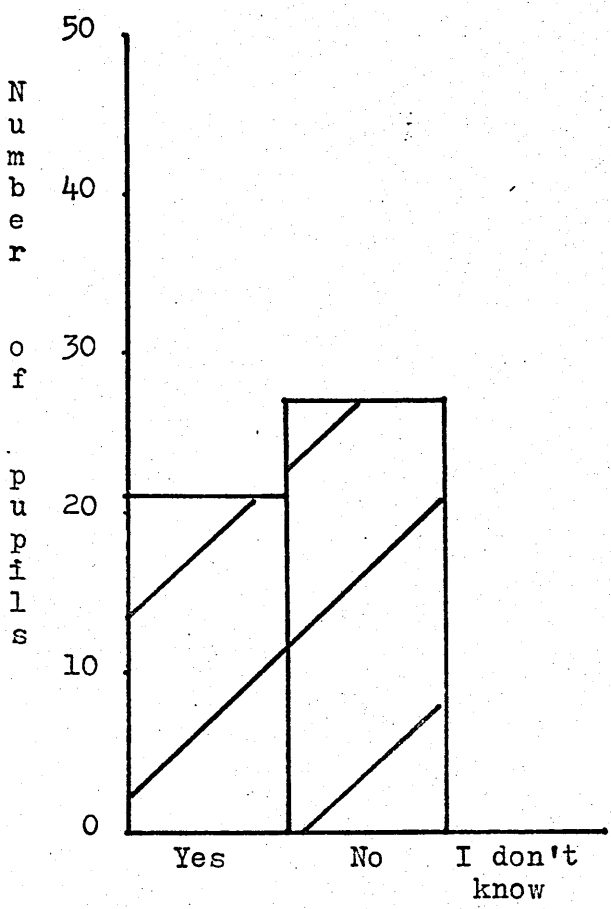
Question 7 (Figure 19)

Are you ever sent to your head of year?

Question 8 (Figure 20)

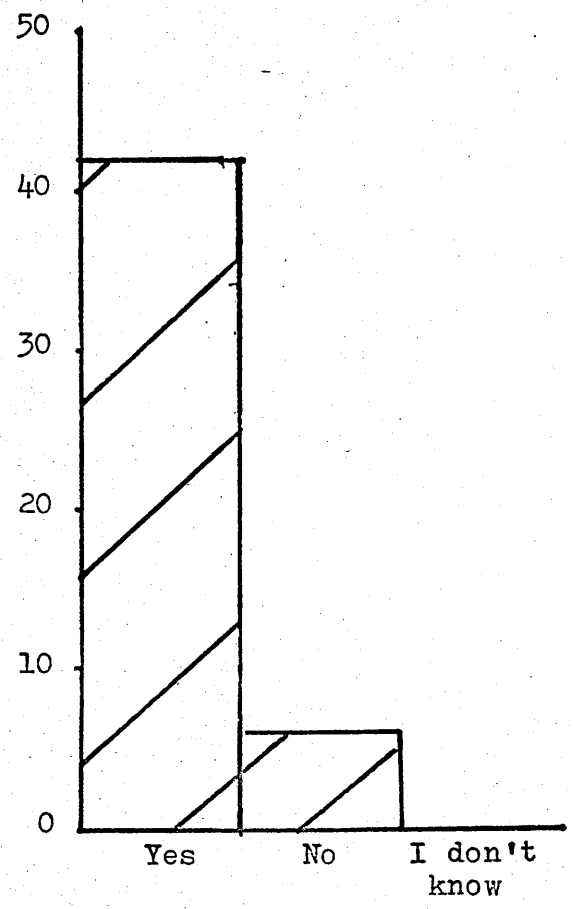
Have you made any new friends at school?

Figure 19



Responses →

Figure 20



Responses →

Working Responses = 48 Questionnaires

FIGURES 21 AND 22

Graphs showing pupil responses to Questions 9 and 10

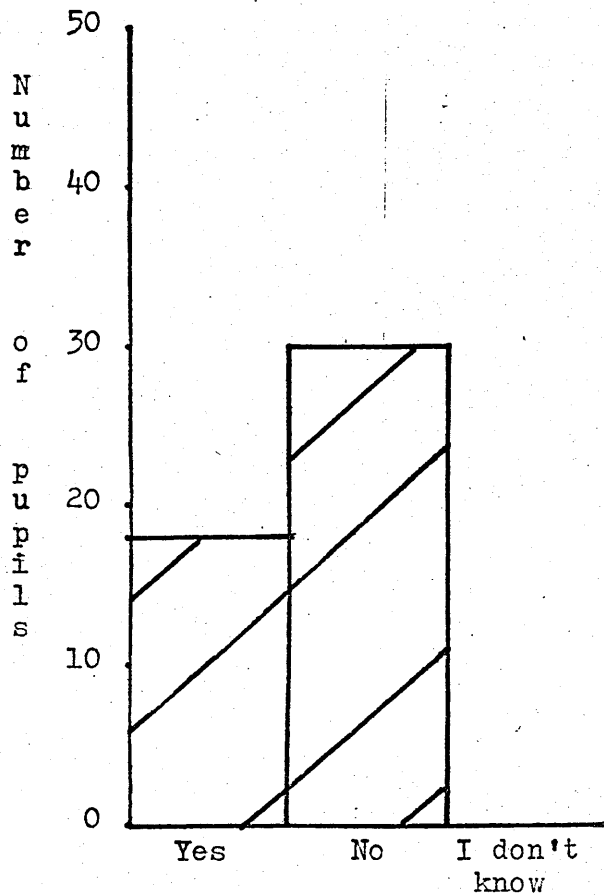
Question 9 (Figure 21)

Do older children ever bully you at school?

Question 10 (Figure 22)

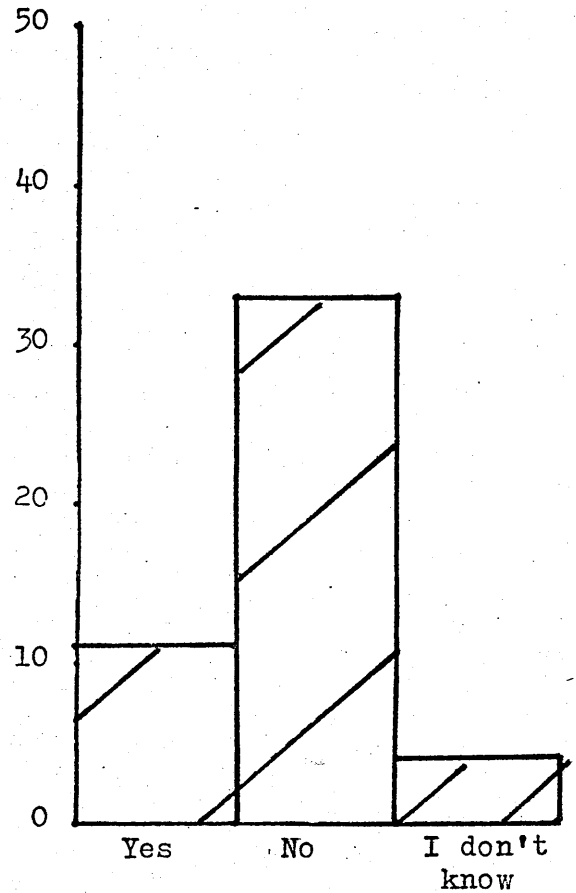
Do you think punishments in school are too severe?

Figure 21



Responses →

Figure 22



Responses →

Working Returns = 48 Questionnaires

FIGURES 23 AND 24

Graphs showing pupil responses to Questions 11 and 12

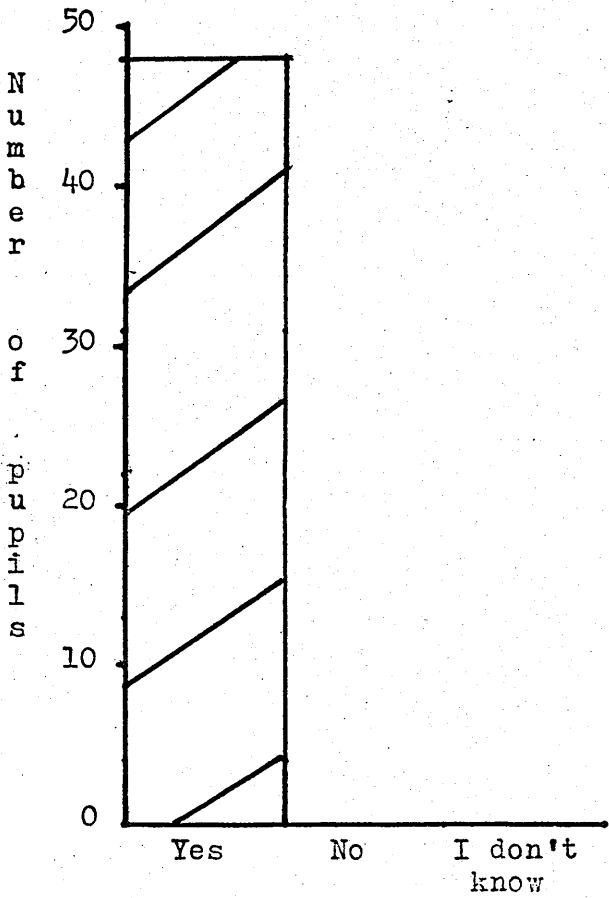
Question 11 (Figure 23)

Do you think school clubs are a waste of time?

Question 12 (Figure 24)

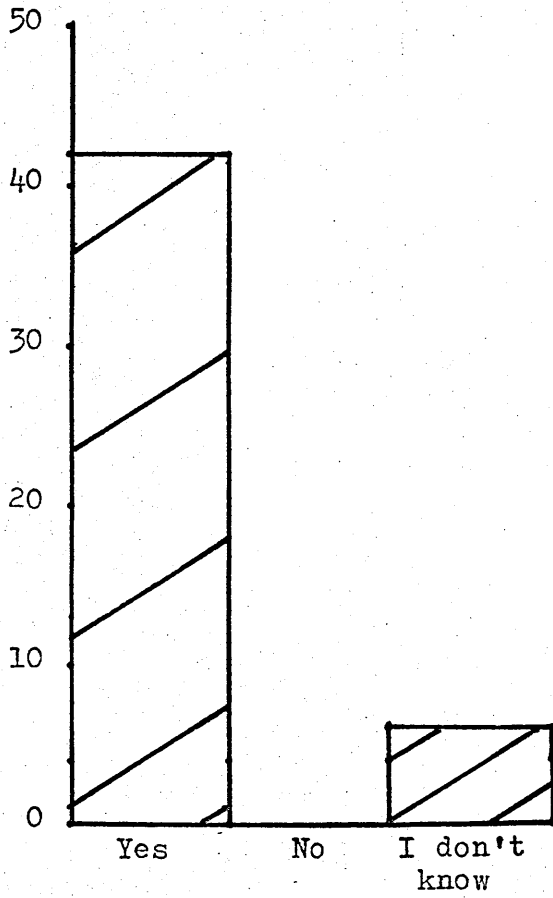
Are you proud of your school?

Figure 23



Responses →

Figure 24



Responses →

Working Returns = 48 Questionnaires

FIGURES 25 AND 26

Graphs showing pupil responses to Questions 13 and 14

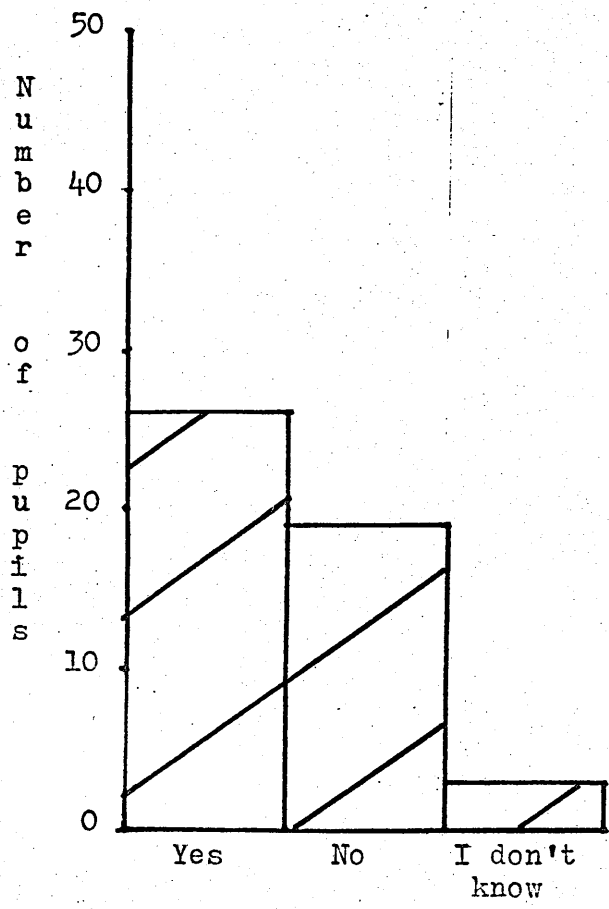
Question 13 (Figure 25)

Do you like school uniform?

Question 14 (Figure 26)

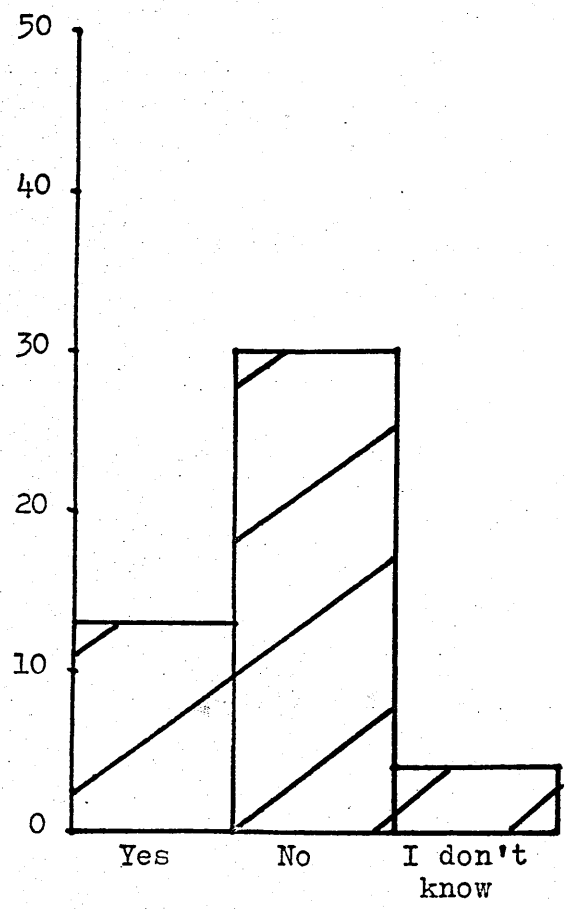
Do you get bored with school holidays?

Figure 25



Responses →

Figure 26



Responses →

Working Returns = 48 Questionnaires

progressed, it became evident that senior management were aware of these problems, but made no attempt to offer any leadership in allaying staff fears and anxieties, and in trying to find some kind of acceptable solution. Conversely, staff appreciated the diverse viewpoints within the organisation, and the difficulty of reaching any kind of consensus, and they might have been advised in the interests of the school to exhibit greater tolerance and empathy towards one another.

As illustrated in figure 23, there was unanimity amongst pupils in supporting the introduction of clubs. The first year newspaper (published monthly) with its forty reporters, as well as the orchestra, handicraft club, and various sports clubs, were all highly successful. Initially, the response to clubs had been slow, as shown in figure 5 (Appendix 4), but towards the end of the academic year over half the pupils in special education were actively involved in at least one club. Staff favoured clubs and encouraged pupils to participate, but very few teachers seemed prepared to actually give up their spare time to organise a club or any other extra-curricular activity. Teachers who were identified with these activities, such as physical education (P.E.) staff, were convinced it fostered good relationships with pupils both inside and outside of the classroom. A teacher in the physical education department, who was actively involved with extra-curricular clubs with less able pupils commented, "...my relationship with pupils is much closer than teachers in other subjects and the children confide in me more, or other P.E. staff, and are always ready to declare their problems. It makes it easier for my role of form tutor, because I can relax more with them during registration periods. Both P.E. and clubs have their moments of informality. For example, when pupils are

having a shower or walking out to the pitch, but once the game starts then it becomes formal, and it is this mixture that carries on when I am with my form at registration", (Question 3, Appendix 3).

Pupils with special educational needs held the school in high esteem as shown in figure 24. Most pupils had brothers or sisters in the school at some time. When an opportunity arose to represent the school, they were keen to do so, especially at games. When interviewed, pupils expressed the viewpoint that they were pleased with the school to date.

Mixed feelings were shown by pupils towards wearing school uniform, as illustrated in figure 25. There was little change in attitude since the earlier Questionnaire (Appendix 4) completed at Christmas. The insistence upon uniform was a part of school policy. Teachers had mixed feelings about this matter and the rule was not enforced rigorously by all staff. As with 'discipline', the compulsory wearing of uniform was an issue that needed to be discussed and resolved, and the onus was on the members of the management body to offer leadership.

In the first year, pupils adhered to the rule of wearing uniform and in general they were well dressed. However, a feature of school uniform was that many pupils wore their ties halfway down their fronts as opposed to being tied at the collar. Within a few days of the new intake's arrival, this fashion became widespread.

Although pupils were well-disposed towards school, most found things to occupy them during school holidays as indicated in figure 26. There was little demand for a reduction in holiday time even if it was possible. Pupils bored with holidays emanated in the main from difficult or deprived backgrounds.

Using the method of progressive focussing, the researcher decided investigating pupil - as compared with staff - attitudes towards pastoral care resulted in very little direct evidence of the system's effectiveness. However, some of the data accumulated was of interest. For example, the results of the Pupils Attitudes Questionnaires (Appendices 4 and 5) showed most pupils in the first year with special educational needs settled relatively quickly, smoothly, and happily into their new environment. The Induction programme, however brief in duration, was a beneficial, useful factor in this respect, and its success suggested that on-going, structured, pastoral guidance programmes throughout each year might help foster relationships, interests, attitudes, and support learning processes. It was clear too, from pupil responses, form tutors and year heads in particular made every effort to help children overcome anxieties and difficulties.

The researcher decided that professional relationships between organisational members individually or in groups may have been weak, but at a teacher - pupil level it was generally quite different. Good, personal relationships forged between teachers and pupils with special educational needs in the first year served to strengthen the pastoral system within the institution. It reflected the 'caring' attitude displayed by teachers inside the classroom, although it was less true outside of it. For example, at lunch-time some pupils experienced intimidation in the playground because there was only limited adult supervision available. Staff were aware of this problem but there was no concerted effort to rectify it. Furthermore, those entrusted with managerial responsibilities needed to investigate this

anomaly, and to offer leadership in other areas including, monitoring pupil progress, transferring pupils between the mainstream and special education and vice-versa, and in engaging in discussion with staff on a whole range of issues that immediately affect pupils.

Documentary Evidence (Appendix 6)

a) Medical Forms (Appendix 6a)

A medical form was given to each child in the new intake, and all forms were returned and completed. The 293 medical forms were of value in supplying the school with information about each pupil's health, including some prolonged absences from school. Consequently, the pastoral system was alert to conditions like epilepsy, heart trouble, and chronic asthma.

Releasing confidential, sensitive information of this nature to other teaching staff was done at the discretion of each of the heads of year. There was no uniform policy in the school on this matter. For example, some heads of year considered it essential for the data to be disseminated to all members of staff and particularly to subject teachers of a pupil with medical ailments, as it might be relevant to the teaching situation. Other year heads felt to release such delicate, personal information was dangerous and could be detrimental to that pupil if it resulted in a stigma being attached to the child. However, in investigating inter-staff relationships, the researcher felt there was a need for the organisation to develop trust and mutual responsibility amongst its members.

Of the fifty two pupils with special educational needs in the first year, thirty six of them had a medical ailment of some kind listed on the form as compared with only

twenty three out of two hundred and forty one in the mainstream. Pupils placed in special education classes suffered from a variety of ailments including, twelve asthmatic, seven defective hearing, two epileptic, one hip condition, five hay fever, two bed wetters caused by associated psychological problems, one pneumonia, one heart condition, and five suffered from persistent headaches. A parent of a remedial pupil wrote, "Andrew gets a lot of rheumatic pains (mostly during the Winter) but finds exercise keeps him fit. He also pulls muscles in his neck and leg easily. He's very highly strung and tends to have accidents during the night when he is under too much pressure." Many pupils suffered from more than one condition.

It was evident many remedial pupils with ailments had long periods of absence during their primary schooling, and this continued for some time in the first year of the secondary school. For example, the pupil with a hip condition had missed two and a half years of schooling prior to entering her new secondary environment. The head of the special education department, together with other teaching members, were unanimous in the viewpoint that poor attendance amongst these pupils meant they had little chance of 'catching up' with their peers in the mainstream. It was very likely that the majority - if not all - of these pupils would remain in special education classes throughout their schooling as had been the trend in other years within the institution.

Medical forms were completed by parents, and in more serious medical conditions a supporting letter from the family doctor was usually enclosed. In most cases however, there was no corroboration of what parents stated medically about their children. Several staff expressed scepticism about

many of these minor ailments such as persistent headaches. It was felt these were simply excuses to keep pupils at home to run errands or else to look after younger siblings. Absence condoned by parents seemed quite common. This aspect was confirmed by the school's educational welfare officer, who stated, "When I visited John's house during school time, his mother said he was ill in bed, but I saw him just a couple of minutes earlier in the street nearby, but he ran away when he saw me. He was obviously playing truant with other pupils," (Appendix 6c).

House Tutors Cumulative Record (Appendix 6b)

Confidential forms of this kind were completed during the term by form tutors and deposited for filing with the respective head of year at the conclusion of each term. These forms always available to the year head were seen as a valuable source of information in revealing how children were coping generally and settling down in the first year. They provided an insight into interests, activities, achievements, behaviour, and attitudes shown by each pupil.

Most first year form tutors were of the opinion that cumulative records were commendable, although there were appreciable differences in the amount of information given and in the general standard of completion by each tutor. For example, a form tutor of remedial pupils after a period of two months had only written the remark 'Satisfactory Progress'. Pupils were monitored closely by most tutors, and heads of year agreed these documents helped in recognising problems, strengths, and weaknesses of remedial pupils in particular, and enabled swift action to be taken.

The success and value of the documents depended entirely upon the attitude and effort of each form tutor. Unfortun-

ately, the forms revealed little about academic attainment, which would have been useful in monitoring progress and enabling staff to consider pupil transfers from the mainstream into special education and vice versa; a system was needed in this respect. Nevertheless, cumulative records furnished a head of year with much relevant data about pupils placed in special education classes, who had three times as much written about them as compared with their counterparts in the ordinary classes.

At the end of the first month, the head of year was able to read in detail (in most cases) how special education pupils of the new intake were settling down. The following extract from a cumulative record was typical of the details provided by a form tutor of a remedial class about a specific pupil:

Rather loud in the classroom. Likes the last word. Seems to be easily distracted and will need to work much harder if progress is to be made. Very untidy worker. Can be naughty at times. Does not listen attentively enough with the result that his work often has to be corrected. Tries to get away with coming up the girls' stairway and takes offence when reprimanded - pretends to cry, grumbles and I'm sure he feels hard done by. Doesn't seem to have made any friends yet. Tidy in appearance. Occasional absences not always covered by a parental note of explanation. Has joined no clubs yet.

Absence Form (Appendix 6c)

The absence form was another important, useful document used more extensively with remedial pupils. Heads of year were full of praise for this procedure of monitoring pupil absence. It also served to strengthen links with the educational welfare officer, who had a key role in monitoring attendance and checking truancy. It resulted in the school recognising any irregularities in attendance patterns, because

after a period of three days of unexplained absence, a parent was automatically contacted personally by the school's educational welfare officer.

Most written reports from the welfare officer on the absence form confirmed legitimate reasons for pupil absences. The efficacy of the system depended primarily upon the year head checking registers daily and then liaising with the educational welfare officer. The following reports were typical examples of returns from the officer:

"David had 'flu'. Should be back in school tomorrow.

He does look unwell."

and, "Mother said she could not afford to buy Royston proper school shoes and trousers. I pointed out that the absences of all her children had reached an unacceptable level and the local authority would have to consider taking court proceedings. In fairness it is a one parent family and there is genuine poverty, but the social services are helping to bale her out by providing grants."

another, "There was nobody at home except Mary who claimed she had a bad stomach. I left a note for her mother."

The efforts of the educational welfare officer in implementing this system probably helped to curb truancy, otherwise the absence rate might have been much higher. The threat of court proceedings and possible prosecution had a salutary affect upon all parents of the new intake. Admittedly, as pupils progressed through the school, attendance problems became more acute as attitudes hardened.

Where there were cases of genuine hardship, social deprivation, or parental neglect - and in the main these

experiences were confined to families of remedial pupils. The educational welfare officer or 'Board Man' as he was sometimes referred to as a legacy from the past, was more than a useful link between the school and the social or psychological services. The opinions of year heads, as illustrated in Question 10 (Appendix 2), suggested the school liaised effectively with external agencies like the educational welfare officer, who was seen as the most crucial figure outside of the school in contributing to the success of its pastoral system. It was evident during the investigation that a large comprehensive secondary school would have major problems like truancy, and much would depend upon the calibre of the welfare officer. In this respect the school was well served and it was recognised by parents, teachers, and pupils too, who spoke highly of the officer especially as he involved himself in the extra-curricular life of the school.

General Information Form (Appendix 6d)

The general information form provided useful family and social background information about each pupil. The heads of year regarded its contents as being of great value. It was felt the more one knew about an individual child the better for all concerned. Yet this viewpoint appeared paradoxical when heads of year considered releasing confidential, medical data. The suggestion of labelling pupils, or not giving them a fair chance because an older sibling had besmirched the family name, was discounted by teaching staff generally.

In the main, special education pupils seemed worse off financially, socially, and even emotionally, than their counterparts in the ordinary classes. For example, fifty per cent of parents of remedial pupils in the first year were unemployed; about twenty per cent of pupils were living as

members of one parent families; and approximately sixty five per cent emanated from families where there were more than three offspring.

Although pupils submitted details of lunch-time arrangements on their form, there was little control exercised by staff over pupils leaving or remaining on the school premises. For example, no special passes were issued to those going home for lunch, and no checks were ever made of pupils leaving the premises at that time. Inadequate supervision meant that large numbers of children left the school premises at lunch time without permission. Towards the end of the academic year, the problem had spread to an ever increasing number of first year pupils. Although many teaching staff expressed dismay and even horror about this breakdown in discipline and control as illustrated in Question 8 (Appendix 3), there was no concerted effort to rectify the situation: it was a parallel to the problem of pupil intimidation that occurred at this time. Several teaching staff made the point that a pastoral system was ineffectual if it pretended to care in school time about pupils, and then turned its back on indisciplined pupils infringing school rules and flouting authority at break or lunch times. Members of the management body needed to offer leadership in trying to find a solution to this problem.

Pupil Transfer Form (Appendix 6e)

As a result of analysis of the pupil transfer form, the headteacher decided arbitrarily to introduce a twelve form entry in the new first year, of which three were designated special education classes. It caused consternation amongst heads of year because they felt it was time to abandon the concept of special education classes and instead to introduce mixed ability classes for all subject teaching and form

tutorial groups. In this plan, the special education department would have become a special support unit, where remedial pupils would have spent relatively short periods of time: for example, about six weeks depending on the need. However, the suggestion was vetoed by the headteacher on the grounds that a major innovation of this kind would take time to implement and would require careful planning and much greater thought and discussion.

Remedial pupils placed in special education classes followed a timetable where for most of the teaching time they were taught in sets by a member of the special education department. However, there was a very thin dividing line between those pupils placed in the upper remedial bracket, and those classified at the lower end of the mainstream. Various attainment grades and intelligence quotients were supplied by the contributory primary schools, and year heads were of the opinion there were discrepancies and a lack of consistency between these schools in allocating grades and also in using different tests from one another.

Once pupils had been allocated to classes in the secondary school, there was no system of monitoring academic progress on a monthly or termly basis to check and consider proper ability placement. The only series of examinations were held at the end of the first year. Consequently, there was no pupil transfer made between special education classes and the mainstream and vice-versa. Many staff considered it very unsatisfactory, but little was done about it and it remained an unfair practice.

A number of teachers in mathematics and English were of the opinion at least three pupils in the mainstream in the first year were hopelessly out of their depth and should have

been transferred to special education. These feelings were expressed in spite of the fact pupils in the mainstream followed a mixed ability teaching organisation intended to meet individual needs. As there were no recommendations by the head of special education department to transfer pupils to the mainstream, no movement of any kind took place.

The policy of setting in the special education department was criticised by several of its teachers. One teacher commented, "I'm very unhappy about this...in special education, there shouldn't be a top and bottom, but instead there should only be mixed ability groupings. It really is ridiculous and unfair," (Question 8, Appendix 3). Conversely, a science teacher in special education expressed a preference for setting as he found it much easier to teach under these arrangements. The danger inherent within the system was for pupils to remain full time in special education throughout their secondary schooling, and although condemned by most of the teaching staff interviewed, it was nevertheless the practice and reality in other years higher up in the school. There was a need for members of the senior management body to collaborate with staff and to engage in discussion about special educational arrangements within the institution, so that decisions could be taken to formulate policies and guidelines to try and improve the situation.

Primary School Profile (Appendix 6f)

The primary school profile had only limited value in the placement of pupils in the secondary school because it was virtually superseded by the pupil transfer form (Appendix 6e). However, it contained data of general interest to staff. For example, the head of music department was able to

compile lists of instrumentalists based on the information given, and form tutors had an opportunity to make useful notes in the form of pen portraits of each pupil. In practice however, few teachers referred to them.

School Examination Report (Appendix 6g)

The design of the school examination report permitted only limited general comments. Teaching staff and form tutors were supportive of this type of document as it kept written remarks to a minimum. Heads of year were less happy, because of the document's overall brevity in communicating to parents so little information about their child. Typical comments were,

- 'Always works well';
- 'Frequent absence has led to poor results';
- 'Must work harder';
- 'Satisfactory progress';
- 'Quite good grasp of the subject - bright enough but could do better - attitude deteriorating this term';
- 'Must try to become more involved - lacks ideas'.

There were no references made in the report to specific skills in subject areas.

Form tutors' comments were restricted too, because of the confined spacing, but more information about a pupil was communicated to a parent compared with the amount of comments from subject teachers. For example, a first year form tutor of a special education pupil reported,

"Suzanne's work and attitude improved a great deal this term, but there is still room for greater progress. This will be achieved, I am sure, by continuous effort which must not be interrupted by absence from school,"

and another report contained the following,

"Joanne is too busy involving herself in other people's problems and she is not concentrating on her own work. She is too fussy and on occasions she can be difficult with staff and other children in her class. This is a great pity as she lets herself down. I hope there will be an improvement next term, as she is a capable girl who is not working to her full ability".

The Value of School Records

There was a need for the organisation to evaluate the various school records to ensure maximum benefit was gained from their use. Heads of year in particular considered keeping up-to-date records as a vital pastoral function, and most staff subscribed to this viewpoint. However, records were seen as relevant and meaningful only if the information contained in each record was analysed and acted upon. It was important to communicate details from records to relevant members of staff, and this placed an onus upon pastoral leaders to ensure this procedure was carried out. The efficiency and interest of the year head was crucial in this respect. It might have been a useful exercise to provide staff with examples of completed records that would have been considered good practice.

Self- Appraisal Scale (Davidson and Greenberg, Appendix 7)

Non-Verbal Intelligence Test (Calvert)

After all of the data had been gathered and analysed in the investigation, the researcher decided the results of the Davidson/Greenberg and Calvert tests were of little significance and value to the project. Using the system of progressive focussing, the researcher decided the important emerging issues were related to staff attitudes about the pastoral care system, the relationship between organisational

members, and the processes of decision making within the organisation. Consequently, the results of the Davidson/Greenberg and Calvert tests were ignored and ultimately discarded.

Details of how pupils perceived themselves at home and in school, together with the related intelligence quotients seemed meaningless and of little consequence to the enquiry. For example, the lack of intelligence was not an important problem, because the relative positions of their intelligence quotients was not significant as far as pastoral care was concerned. When the pupils entered the first year of their new environment, there was no system of intelligence testing across the year group during that period. Pupils were classified as 'remedial' prior to entering the secondary school, and once segregated they were treated as such. Criteria were not laid down in the eventuality of pupils transferring from the ordinary classes into special education and vice versa, and therefore the question of intelligence as a factor did not arise. The researcher found it of interest to discover how pupils developed in the first year, but the emphasis was placed on whether those with special educational needs were experiencing social problems such as how they related to their peers and also to members of staff.

This multiplicity of data is discussed in chapter seven of the thesis.

CONCLUSION

Teachers' perspectives and expectations of pastoral care varied markedly within the school in the investigation. It was evident from the evaluation of results that the staff featured in the enquiry did not have a clear and shared understanding of what constituted a pastoral care activity. Perhaps this was not surprising since writers in this field including Best et al (1980) highlighted the general reluctance of educationalists to offer formal and precise definitions. Instead, generalisations and interpretations of theory and practice of pastoral care are proposed and discussed as reported in HMI Wales (1982) 'Education Issues 5'.

The diffuse nature of pastoral care and its apparent lack of status nationally compared with other areas of the curriculum make it difficult to disseminate good practice that would be universally accepted. There is no uniform system of pastoral care available in comprehensive secondary schools in England and Wales that would serve as a model for schools to adopt. Consequently, a school determines its own system. Fordyce and Weil (1979) maintained that different theories, styles, and models of educational management are available to an organisation to influence and possibly determine the processes of decision making within it; these would have implications for its pastoral care system and its special education arrangements.

The absence of a formulated policy relating to pastoral care in the school in the investigation meant a system had been established that was generally inefficient and functioned without clearly defined aims, objectives, and roles. The headteacher as a comparatively recent appointment had inherited a difficult situation. He was reluctant to make changes until such time as he had a

clearer understanding of the systems and operations in the school. These sentiments had validity, but some educationalists as indicated in the review of literature would propose that in a large organisation where there are considerable teaching forces, the headteacher might have relinquished some personal autonomy by delegating to senior staff greater responsibility in the processes of decision making including those relating to pastoral care and special education provision. The experienced, senior staff were a useful resource within the school.

The institution required guidance and leadership, together with a statement of intent in a whole range of matters including pastoral care and special education. The system of progressive focussing employed in the evaluation revealed a need for specific educational aims to be defined succinctly, understood, and as far as possible shared by members of the teaching staff, and to be achieved through teamwork by deliberate planning internally. In the first instance, there was a need to analyse existing practices and to search for common ground between any conflicting groups in order to make progress.

In its tripartite form of vocational, educational, and personal guidance, as perceived by writers including Lytton and Craft (1969), Milner (1974), and Hamblin (1978), pastoral care has been devised in the British context, as distinct from its earlier American counterpart, to meet the growing needs of all pupils at a time of social and technological change. Writers, including Murgatroyd (1980), widely shared the viewpoint that accompanying the advent of large comprehensive secondary schools has been the reinforcement of the *in loco parentis* construct incorporated in new pastoral structures created to establish worthwhile pastoral care to help pupils adjust to a more complex, pluralistic society and to find fulfilment. Pastoral care is designed to

diagnose needs, and to help all pupils cultivate good relationships and cope with problems and adjustment.

First year pupils with special educational needs in the secondary school in the enquiry experienced difficulty in mental, physical, cognitive, or emotional functioning, and most of the teaching staff interviewed subscribed to the viewpoint that these children required extra help compared with their peers placed in the ordinary classes. In the evaluation of results, it was surprising to discover that fewer than fifty per cent of returns from a staff questionnaire perceived transferring pupils from the special education department into the mainstream as a pastoral activity. This perception was not an accurate reflection of the care and commitment demonstrated by individual teachers towards the pupils placed in special education classes.

The special education department existed independently from much of the rest of the school and this had implications for its internal communication. Staff assigned to the department seemed to have only a vague notion of what happened elsewhere. The functions of special education in the school together with its relationship with pastoral care needed to be reviewed and evaluated in order to strengthen the links. Policies could be formulated and certain staff in the special education department required help in overcoming their feelings of isolation and frustration.

There were serious implications for a pastoral care system in a school where special education classes had been established to cater for a substantial number of pupils with learning difficulties who may also have emotional or social problems. There was ambiguity and a divergence of opinion as to what constituted a special education need and it required clarification. Educationists, including Tansley and Gulliford (1960), shared the viewpoint that where special education arrangements exist, a basic aim

should be to ensure that each pupil has the opportunity to realise his or her full potential while simultaneously recognising individual differences in age, ability, aptitude and educational development.

Pupils were initially assigned to special education classes as a result of analysis of pupil transfer forms from the contributory primary schools, where attainment was the only criterion employed to assess learning difficulties for selection and segregation at the secondary school level. Consequently, pupils were allocated to special education classes during the first year for reasons of mental ability alone. Social, physical, and emotional problems were ignored even if pupils experiencing learning difficulties during the first year could attribute them to these causes. A reappraisal of these organisational arrangements was required in order to formulate a policy that was equitable in meeting the needs of all pupils.

Where a school policy exists of pupil segregation according to ability, the pastoral care system should ensure the progress of all pupils is monitored, assessed, and evaluated to achieve proper pupil placement and curriculum matching between the different ability groups. Once assigned to an ability grouping, first year pupils in the investigation would normally remain there throughout their secondary schooling irrespective of individual improvement in attainment and adjustment. This policy seemed contrary to the recommendations made by educationalists in this field, including Ainscow and Tweddle (1979), who considered that after monitoring and careful planning reintegration should occur. There was always the danger that these pupils would become self-fulfilling prophecies.

While acknowledging the complexities and difficulties surrounding special education arrangements in secondary schools

generally, the pastoral system in the school featured in the enquiry had an important role to play, but it did not seem to provide sufficient, responsible educational guidance for its first year pupils and particularly those deemed remedial. Greater unity between the heads of year, who held contrasting viewpoints about the philosophical considerations of what constituted pupils with special educational needs, might have brought about changes that would improve the situation and comply with the concept of egalitarianism - described by writers including Halsey (1980) - embodied in secondary school reorganisation. The DES (1978) Warnock Report recognised that pupils with special educational needs should have the same opportunity to self-fulfilment as experienced by other children, and this observation was endorsed in the 1981 Education Act implemented at the beginning of 1983.

In the research undertaken, most staff considered the school's first year induction programme to be a success because it gave pupils a good start in the secondary school and many staff felt it could be expanded. In spite of its brevity and limited methodology in that it was presented mainly as a framework of topics, the programme helped pupils in special education classes to adjust quickly and smoothly to their new environment. Its discussion elements enabled good personal relationships to be forged between pupils, and between staff and pupils in the classroom. It contributed towards creating a 'caring' environment where pupils with special educational needs felt free to ask questions, voice opinions, and express their anxieties and feelings openly.

An aspect of the induction programme was to encourage pupils to participate in extra-curricular activities. Approximately fifty per cent of the children with special educational needs chose to do so, and these appealed to them and provided a useful opportunity for them to mix with their peers from the

ordinary classes. Although few in number and limited in choice, the extra-curricula enabled pupils to acquire interests and to make new friendships. There was scope for a broader range of clubs and activities designed to meet the needs and interests of these children as opposed to catering primarily for the more able.

It was evident from the research undertaken, that useful links had been established between the secondary school and its contributory primary schools, and these were chiefly confined to pastoral and social functions. In spite of some good practice, there was a further need to develop social, pastoral, and more especially curricular continuity as an integral part of the pupil transfer process. It would assist in bridging those divisions existing between the secondary and its 'feeding' primary schools. Teacher and pupil exchange visits between the schools, and a regular calendar of meetings between headteachers to discuss matters of mutual educational interest might make a significant contribution to the transfer process. The first year induction programme could have been extended to include elements that would reach back into the contributory primary schools.

Staff opinion favoured the inclusion of additional programmes as part of a pastoral guidance programme in the first year and indeed throughout the school. The research showed that an allocation of time - preferably in the form of tutorial periods - was required to accommodate the presentation of a meaningful, worthwhile, on-going pastoral guidance programme rather than a piecemeal, ad hoc system, where staff filled in any spare time during the morning and afternoon registration sessions. In its existing form, the system was considered by most staff to lack purpose and structure and was possibly too fluid and flexible even though it did permit some socialisation to take place.

It was generally agreed heads of year should accept

responsibility for coordinating, devising, and compiling programmes for use by form tutors to meet the needs of pupils, particularly those placed in special education classes who had more personal problems to face than most of their contemporaries in the mainstream. Hamblin (1978) was of the opinion that heads of year had an important managerial function in leading a team of tutors and in developing suitable materials and programmes. A worthwhile innovation might have been the setting up of a pastoral care workshop led by more experienced staff in which participants, under the watchful eye of a year head or other pastoral leader, develop materials and consider methodology for use in the registration periods initially in the first year and subsequently extending it throughout the school.

Training in pastoral care, guidance, and counselling was considered imperative by the majority of staff in the evaluation of results, so that the roles of head of year and form tutor could be undertaken more effectively. Management and innovatory skills of the head of year especially in relation to leading a team of tutors might be developed through attending relevant courses and in studying good practice in other schools. Form tutors, who underpinned the pastoral care system within the school in the investigation might have benefitted from in-service training (INSET). Some training could have been planned and administered by those few colleagues who had already gained expertise from attending short and long term courses. They were prepared to impart their skills and knowledge, and these needed to be utilised.

Only a handful of staff had received formal training in any aspect of pastoral care, and a parallel situation prevailed within the special education department. Educationalists have suggested this lack of training is widespread.

There was a case for all staff to undergo some level of

training according to their needs, as advocated by Blackburn (1975), because all teachers were linked directly or indirectly to aspects of pastoral care. Marland (1974) pointed out that it was becoming increasingly difficult for teachers to confine their roles purely to teaching. This was particularly true in the school in the enquiry, where external social influences and pressures such as massive unemployment and the repercussions of the on-going Great Debate in education were beginning to impinge upon the curriculum and philosophy of the school and had serious implications for its pastoral care.

Conflicting perspectives of the functions of pastoral care postulated by teachers in the investigation might persist in spite of training and attending courses. However, it would be advantageous to the organisation if viewpoints emanated from staff experiencing a more articulate system against which they could evaluate their personal perspectives.

Female members of staff needed to be encouraged and given opportunities to play their full part in a male dominated system, even though their extra experience and qualifications had been passed over in terms of promotion in the pastoral framework.

It was evident from the research that the whole area of counselling within the school needed to be examined by the organisation. There may have been justification in creating a new, specific post of School Counsellor, particularly in view of the substantial numbers of pupils allocated to special education classes. A skilled counselling service, as advocated by Lawrence (1973) could be beneficial and therefore worth considering, especially as no structured system existed. The staff, however, expressed mixed feelings about the concept of counselling; the majority perceived it as judgemental and directive, while others recognised it as non-judgemental and non-directive as postulated

by Gill in Marland (1974).

The miscellaneous forms and records (Appendix 6) were of mixed value, but in the main they were beneficial to teaching staff in revealing relevant and useful information about each pupil. For example, the Absence Form (Appendix 6a) enabled a rigorous system of monitoring pupil attendance to take place that assisted in safeguarding against truancy. The benefits of the Cumulative Record (Appendix 6b) depended on the conscientiousness of the form tutor entering comments at regular intervals. It would have been helpful if a specimen copy of a completed Cumulative Record could have been drafted and made available as a guideline to staff, particularly form tutors. The Primary School Profile (Appendix 6f) seemed to be of little value as most of its data was already duplicated on the Pupil Transfer Form (Appendix 6e): the latter had much to recommend it, but there was always the danger of special education pupils being labelled as a result of the information divulged.

It was important that grades included in the Pupil Transfer Forms were accurate and fairly distributed from each contributory primary school, otherwise pupils could be penalised through misplacement at the outset. A clear distinction as to whether the grades were norm or criterion based would have been helpful. There was a lack of standardisation in the various tests set by the contributory primary schools and they needed to be reviewed. The format of the School Examination Report (Appendix 6g) was a legacy of the grammar school system with the emphasis placed upon academic attainment as opposed to personal interests and attributes. A profile type of report was preferred by most staff provided the amount of written comment could be kept to acceptable levels.

In the research undertaken, it was evident that information

about pastoral care was subject to staff interpretation with varying degrees of emphasis and considerable influence was exerted by the viewpoints of the heads of year, who were perceived to be pulling in different directions by the bulk of the teachers. Heads of year were not agreed as to what the pastoral care system was trying to achieve. Staff generally regretted the lack of cohesion and felt it was detrimental to the organisation especially in reaching some kind of consensus in matters such as discipline and school uniform, which were considered as recurring and unresolved problems in the day-to-day running of the school. It became evident from the interviews with staff that there was a need for year heads to sometimes subordinate individual interest to the general interest and common good, and to enter into dialogue with other groups in the school, and in the first instance to recognise and work on the basis of differences. The attitude of a head of year towards interpreting the parameters of his role was paramount in contributing to a meaningful pastoral care system within a large comprehensive secondary school adopting the horizontal pastoral model.

From their interviews, it was evident that heads of year had little involvement in the decision making processes within the organisation in terms of the formulation of school pastoral aims and policies. It was a case of limited consultation as opposed to participation. Policy making was the prerogative of the head-teacher working in conjunction with his senior management team, but there was little feedback to staff as a body indicating what decisions were taken. Most staff expressed concern and misgivings about a style of management that displayed inadequate communication at all levels and it sometimes led to frustration and resentment.

The system of progressive focussing in the evaluation of results - based on the illuminative paradigm of Parlett and

Hamilton (1972) - indicated that the nature of leadership and style of management became increasingly important factors during the investigation and had a profound affect upon school operations and also in shaping attitudes of staff. For example, observations and interviews revealed that if members within the organisation saw things going wrong, they were inclined not to volunteer and attempt to rectify or arrest the difficulty. Mistakes and problems were invariably pushed to one side and then ignored. Discussions about difficulties and shortcomings would usually take place covertly, either in small, informal groups, or else in more private surroundings within the institution. Little attempt seemed to be made to relate problems overtly to those directly involved such as members of the senior management body, mainly because there was a lack of confidence in expecting issues to be resolved at that level.

Few attempts were made to encourage staff to think carefully about the way in which the pastoral organisation actually worked and to examine methods of making it more efficient and effective. Form tutors were considered by many staff to be the central figures in the pastoral guidance structure as they were normally the first line of contact and communication between staff and pupils on a daily basis. These perspectives were shared by writers in this field including Moore (1970), Blackburn (1975), Griffiths (1981) and Button (1981). Yet it was evident from interviews with form tutors during the research that they were given little responsibility in decision making even in matters described as routine. They constantly referred problems - trivial and otherwise - to the higher authority of the year head. Form tutors were given little guidance as to what was expected of them and they were generally left to their own devices with few resources at their disposal.

Even though the role of head of year was ill-defined, unlike the form tutor it was a position in the school's hierarchy that enjoyed considerable power and influence and few constraints were placed upon them. In carrying out the role, heads of year were primarily concerned with routine matters which were often described by them as mundane, as illustrated in the 'Diary of a Head of Year's Day's Activities' in Chapter 5 of the investigation. Nevertheless routine matters form an integral part of staff functions in most schools and need to be undertaken in order to ensure the smooth day-to-day running of an organisation.

Heads of department frequently resented the status and apparent autonomy enjoyed by their middle-management counterparts, namely heads of year. It occasionally resulted in friction and a polarisation of opinions as exemplified in the dichotomy between pastoral functions and academic provision that existed within the institution. There was a clear need to reconcile the pastoral/academic divide within the school and to persuade staff that a system of pastoral care was capable of supporting the learning milieu. The pastoral/academic split that exists in some educational institutions is widely regretted by educationalists including Richardson (1973) and Best et al (1980). A carefully planned integration of pastoral and curricular activities to be achieved in the near future would have been a boon to the institution. It would enable staff to see how pastoral care activities might help the school attain its educational objectives while simultaneously making a significant contribution to the professional status of the teacher.

The relationship between pastoral care and disciplinary problems arising in academic studies, especially with special education pupils in the first year, was on occasions a contentious and complex issue appearing insoluble. Teachers' attitudes in this

matter were often entrenched and contrasted markedly with other colleagues and it appeared impossible to reconcile these diametrically opposed viewpoints. Staff needed to appreciate that such problems were common to other comprehensive secondary schools and not confined to a single institution.

Progressive focussing upon issues in the research showed that the pastoral care system within the school had its shortcomings, but it certainly had not broken down and had much potential and good practice to recommend it. Staff may have been disgruntled periodically - some permanently - but pupils turned to teaching staff when personal problems and crises arose and they gained comfort and support from the system. It was evident from the evaluation of results that the majority of first year pupils placed in special education classes relied heavily upon teachers to help them cope with the school day; for example, incidents of bullying were dealt with decisively. In view of limited ability, learning difficulties, anxieties, social, and emotional problems, these children were keen to identify with staff who generally responded to their needs. Considering the substantial size of the school in terms of nominal roll, staff and pupil relationships were usually very good.

Many individual members of staff observed in the classroom and about the school showed considerable care and commitment towards pupils in their charge. A large school is a complex organisation as recognised by Bush et al (1980), and it was difficult to ascertain whether the sense of caring for remedial pupils was enshrined in the construct of *in loco parentis* or else attributable to the adoption of structures which enabled pastoral care to manifest itself in a more explicit form. An element of positive discrimination was shown towards those pupils by some members of staff in an attempt to provide a compensatory environment.

Schools are currently encouraged by many educationalists

to become more outward looking and to forge closer links with external agencies. These recommendations have been acknowledged and reported in a number of publications including the DES (1977) Taylor Report and the HMI Wales (1978) Education Issues 1.

Meetings with external agencies would serve to reinforce the concept of pastoral care by discussing and highlighting social problems amongst the young in the catchment area, such as glue-sniffing, and also to study individual pupils who have other problems relating to learning difficulties, behaviour, truancy, disaffection and maladjustment. Monitoring pupils closely from the first year onwards would serve to identify those pupils at risk. Case conferences might help in this respect, and closer links with parents too.

In spite of any pastoral/academic split, the investigation revealed there was a widespread need felt by staff for retaining a pastoral care system in a school that was in receipt of an educational priority allowance. The headteacher and his senior management colleagues in conjunction and consultation with teaching staff as a whole, were capable of creating and coordinating an efficient and effective pastoral system that would be of mutual benefit to staff and pupils. Correcting any failings or shortcomings in the system did not necessitate drastic change.

Staff morale was capable of being raised with the right approach. It was evident that most teachers were keen and willing to accept greater responsibility and to become more involved in the planning and work of the organisation. Morale is highest when members of staff have a strong desire to serve the organisation and when their work and efforts are appreciated and valued.

The system of progressive focussing employed in the research made it clear that a strategy was needed by those entrusted with managerial responsibilities to create a climate that would enable staff to engage in some fundamental discussion about pastoral care - with particular reference to pupils placed

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in special education classes - so that its members might recognise, accept, and work within the organisation on the basis of a greater understanding of relationships. Setting up a system of evaluation of pastoral care would have been to the school's advantage in that it would have focussed upon strengths and weaknesses, together with any emerging issues. It would have given staff an opportunity to analyse and to make recommendations that would serve to improve the quality of care. Collaboration and flexibility might be watchwords in this process.

A number of the conclusions in the research may have appeared controversial because of criticisms levelled against aspects of the organisation and its relationship to pastoral care provision and special education arrangements in the first year of a comprehensive secondary school. The whole gamut of evaluatory procedures in the investigation placed a responsibility upon the researcher to ensure an honest and reliable appraisal was made of all that occurred. An 'illuminative' evaluation of this kind designed by Parlett and Hamilton (1972) may impose limitations in that it relies heavily upon observations, interpretations, and value judgements. Even objective evaluation may be considered subjective in the sense that the researcher may choose what is to be evaluated. Every attempt was made by the researcher to give a fair and balanced viewpoint on a whole range of issues and to devise pointers for the future. In considering the rationale as a basis for the investigation, several questions were proposed in Chapter 1. These were borne in mind during the research and were discussed in this final Chapter.

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APPENDICES

APPENDIX 1Staff Attitudes Questionnaire towardsPastoral Activities

Which of the following statements would you consider to be a pastoral care activity? Please indicate by a tick in the appropriate column.

	Yes	No	Not sure
1. marking the daily school register			
2. collecting money for the school bank			
3. reprimanding a pupil for not doing homework			
4. helping pupils with subject choices in the third year			
5. disciplining a pupil for not wearing an item of school uniform			
6. transferring a pupil from the special education department into the mainstream			
7. allocating pupils to sets and classes			
8. informing parents about the progress of their son or daughter			
9. comparing progress of pupils under different teachers			
10. to collect and collate records of individual pupils			
11. to refer a difficult pupil to the headteacher			
12. organising a parents' evening to discuss pupils			
13. liaise with contributory primary schools			
14. organise cover for absent colleagues			
15. taking an assembly			
16. investigating pupil absence			
17. referring a child to the school psychological service			
18. writing references for pupils			
19. organising a school club			
20. supporting a form tutor against an irate parent			

TABLE 1Results of Staff Attitudes Questionnaire towardsPastoral Activities

	<u>Yes</u>	<u>No</u>	<u>Not sure</u>
1. marking the daily school register	41	21	11
2. collecting money for the school bank	17	42	14
3. reprimanding a pupil for not doing homework	46	18	9
4. helping pupils with subject choices in the third year	58	6	9
5. disciplining a pupil for not wearing an item of school uniform	61	4	8
6. transferring a pupil from the special education department into the main-stream	28	20	25
7. allocating pupils to sets and classes	20	38	15
8. informing parents about the progress of their son or daughter	65	4	4
9. comparing progress of pupils under different teachers	27	24	22
10. to collect and collate records of individual pupils	60	7	6
11. to refer a difficult pupil to the headteacher	60	9	4
12. organising a parents' evening to discuss pupils	58	8	7
13. to liaise with contributory primary schools	54	10	9
14. to organise lesson cover for absent colleagues	18	38	17
15. taking an assembly	52	9	12
16. investigating pupil absence	71	1	1
17. referring a child to the school psychological service	69	0	4
18. writing references for pupils	50	3	20
19. organising a school club	38	32	3
20. supporting a form tutor against an irate parent	63	4	6

Working total of returns = 73 Questionnaires

FIGURE 1

Graph showing absolute frequency of positive and negative responses towards pastoral activities

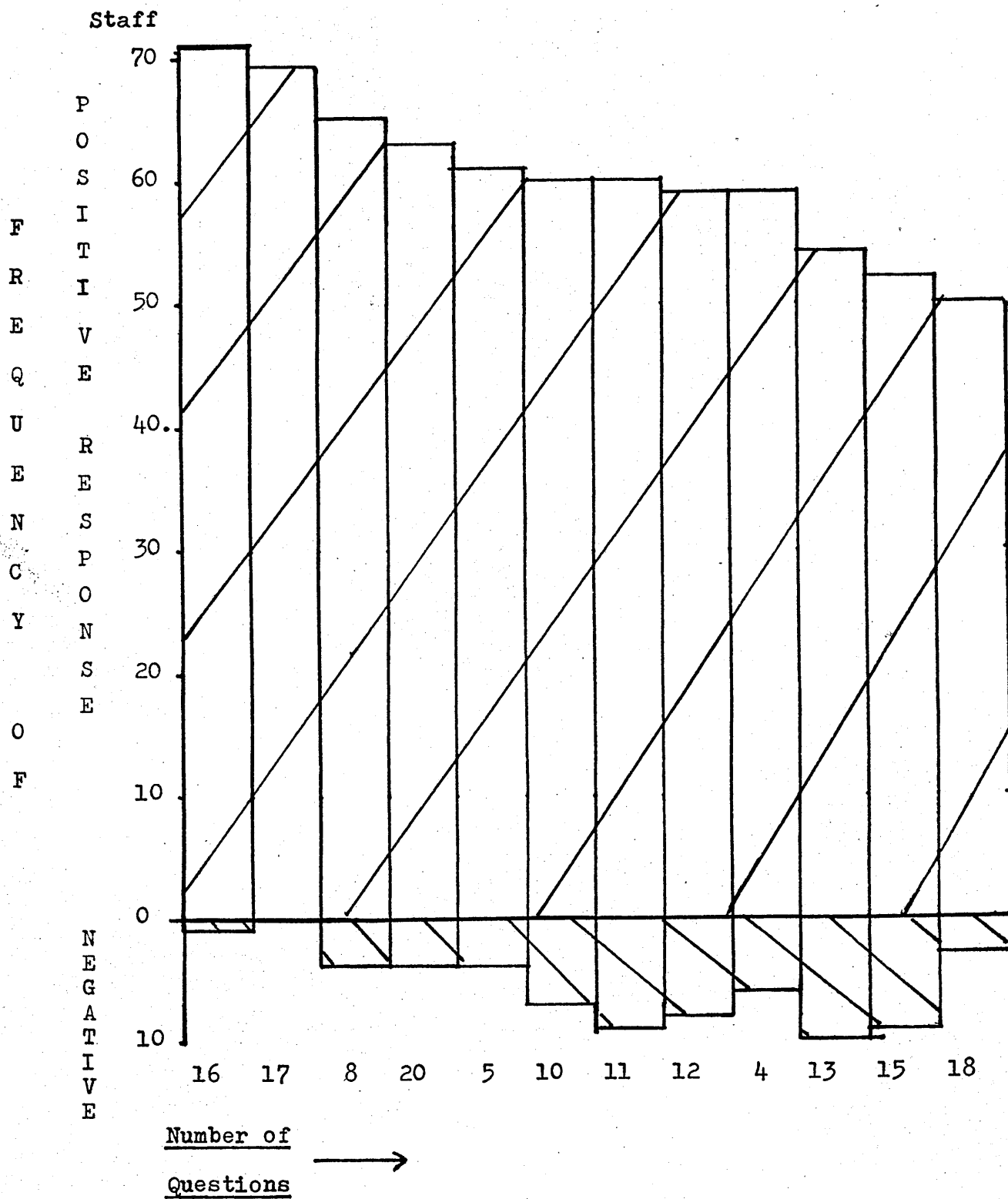
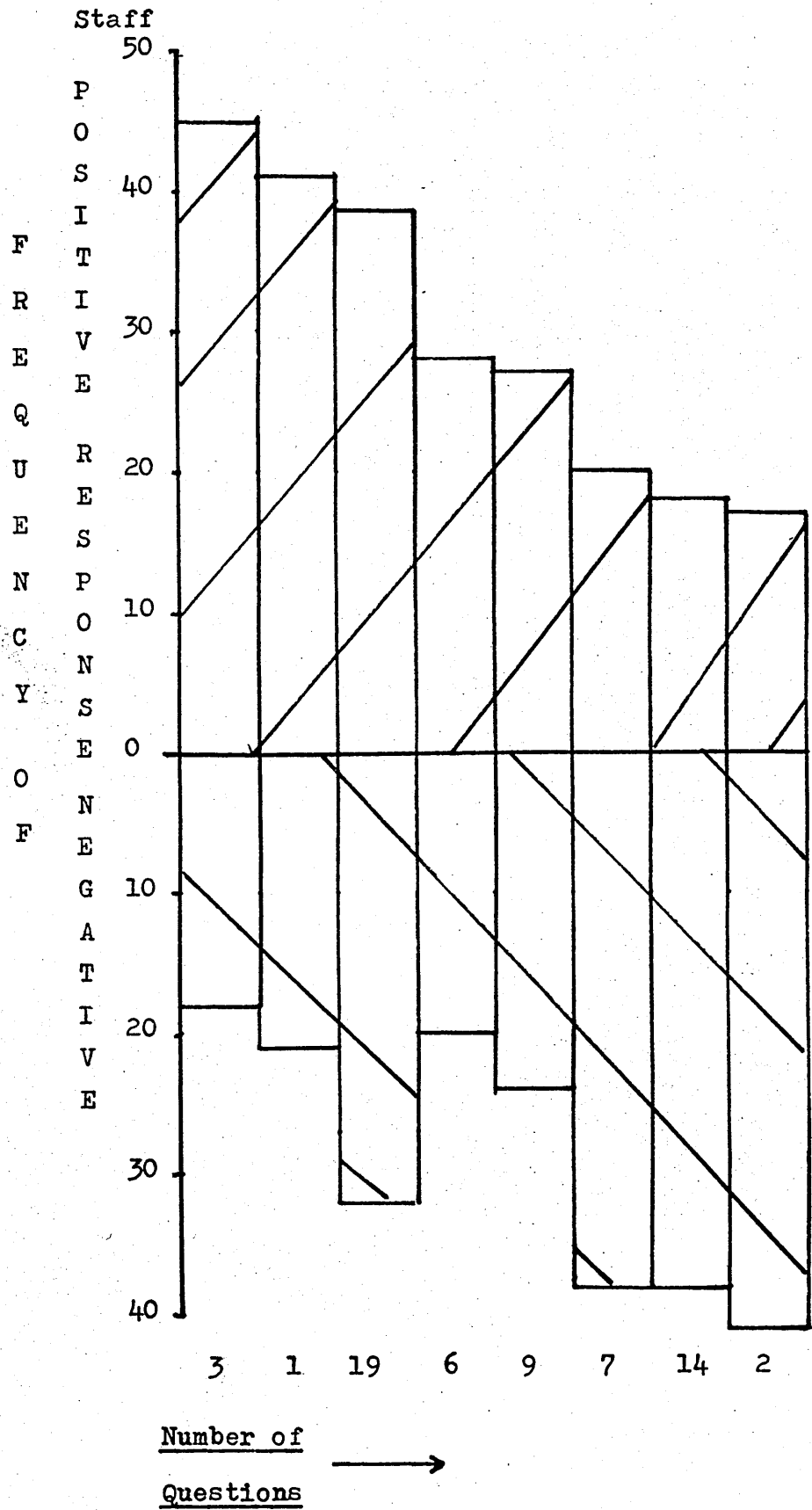


FIGURE 2

Graph showing absolute frequency of positive and negative responses towards pastoral activities



v

APPENDIX 2

Pastoral Leaders' Attitudes Questionnaire

Please answer the Questions by placing a tick in the appropriate column.

	Yes	Sometimes	No	don't know
1. Are staff informed about personal and other guidance needs of the pupils?				
2. Are the aims of the pastoral system compatible with the aims of the school?				
3. Do you think staff have a clear and shared understanding of what the term pastoral care means?				
4. Is there any conflict between pastoral and academic facets of school life?				
5. Is pastoral care seen as important to the academic achievement of the pupils?				
6. Are the guidance facilities of the pastoral system sufficient to meet the needs of all of the pupils?				
7. Are the school records adequate in revealing enough information about each pupil?				
8. Is the school's first year Induction programme adequate?				
9. Are there sufficient standardized tests and adequate diagnostic methods employed in identifying achievement levels in reading, writing, and numeracy?				
10. Does the school liaise effectively and efficiently with external agencies to discuss and meet the needs of the pupils?				

TABLE 2Results of Pastoral Leaders' Attitudes QuestionnaireResults:

	<u>YES</u>	<u>SOMETIMES</u>	<u>NO</u>	<u>I DON'T KNOW</u>
Question 1 =	2	2	1	0
Question 2 =	0	2	1	2
Question 3 =	0	3	1	1
Question 4 =	0	5	0	0
Question 5 =	2	3	0	0
Question 6 =	0	2	3	0
Question 7 =	5	0	0	0
Question 8 =	4	0	0	1
Question 9 =	0	0	5	0
Question 10=	4	1	0	0
<u>TOTALS</u> =	17	18	11	4

Working total of returns = 5 Questionnaires

APPENDIX 3INTERVIEW SCHEDULEPersonal Opinions about Pastoral Care

(Using a tape recorder, this unstructured interview given to first year form tutors, pastoral leaders, and heads of department, would be based on the following questions):

1. What does the term 'Pastoral Care' mean to you?
2. Do you think a school could exist satisfactorily without a pastoral care system?
3. Do you think pastoral care activities are of value in contributing to the academic success of a school?
4. Do you see any conflict between the academic and pastoral functions within the school?
5. How would you define an effective pastoral system within a school?
6. In what ways do you feel that pastoral care activities can be of benefit to children placed in special education classes?
7. Do you think sufficient human and material resources are devoted to pastoral care activities within the school?
8. What changes, if any, would you make to the pastoral care system in this school?

APPENDIX 4Structured Pupil Response Questionnaire

In each of the following statements underline the answer that best applies to you. For example,

I take part in extra-curricular activities like games or clubs after school
always; usually; sometimes; hardly ever; never.

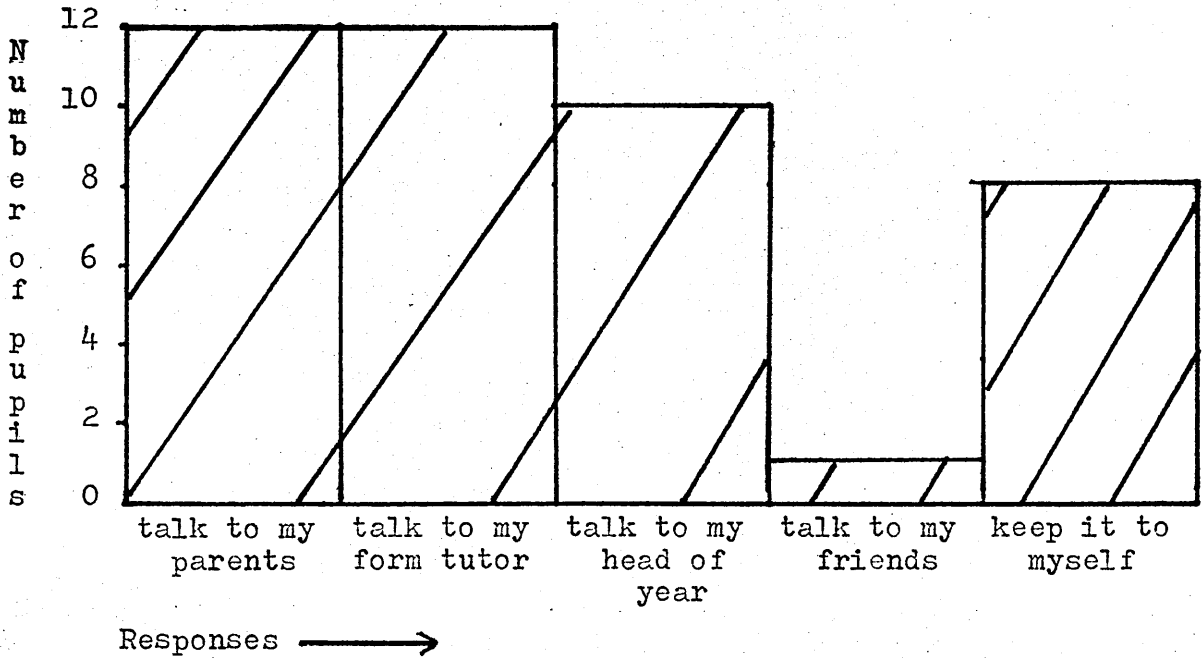
- 1) If I felt very worried about anything in school I would
talk to my parents; talk to my form tutor; talk to my head of year;
talk to my friends; keep it to myself.
- 2) The registration period is a good time to
do homework; talk and relax; listen to my form tutor;
get my books ready; ask advice.
- 3) After school in the afternoon I sometimes
attend a school club; play for a school team; go straight home;
play with my friends; do something else.
- 4) I enjoy doing homework
always; usually; sometimes; hardly ever; never.
- 5) I like talking to my teachers
always; usually; sometimes; hardly ever; never.
- 6) I am glad to see the end of the school day
always; usually; sometimes; hardly ever; never.
- 7) I enjoy my lessons
always; usually; sometimes; hardly ever; never.
- 8) I like wearing school uniform
always; usually; sometimes; hardly ever; never.
- 9) I enjoy going out to the yard at break-times
always; usually; sometimes; hardly ever; never.
- 10) I look forward to going to school each day
always; usually; sometimes; hardly ever; never.

FIGURES 3 AND 4

Graph showing pupil response to Question 1

Question 1: If I felt worried about anything in school I would...

Figure 3



Working Returns = 44 Questionnaires

Graph showing pupil response to Question 2

Question 2: The registration period is a good time to.....

Figure 4

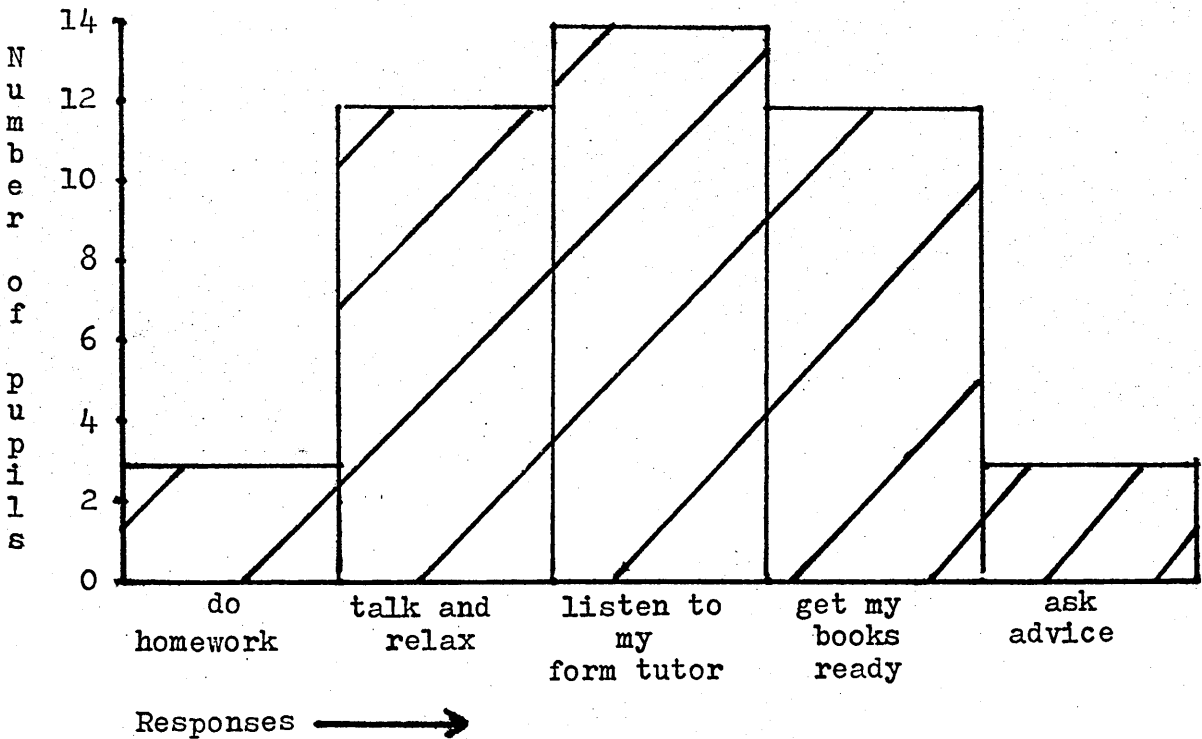
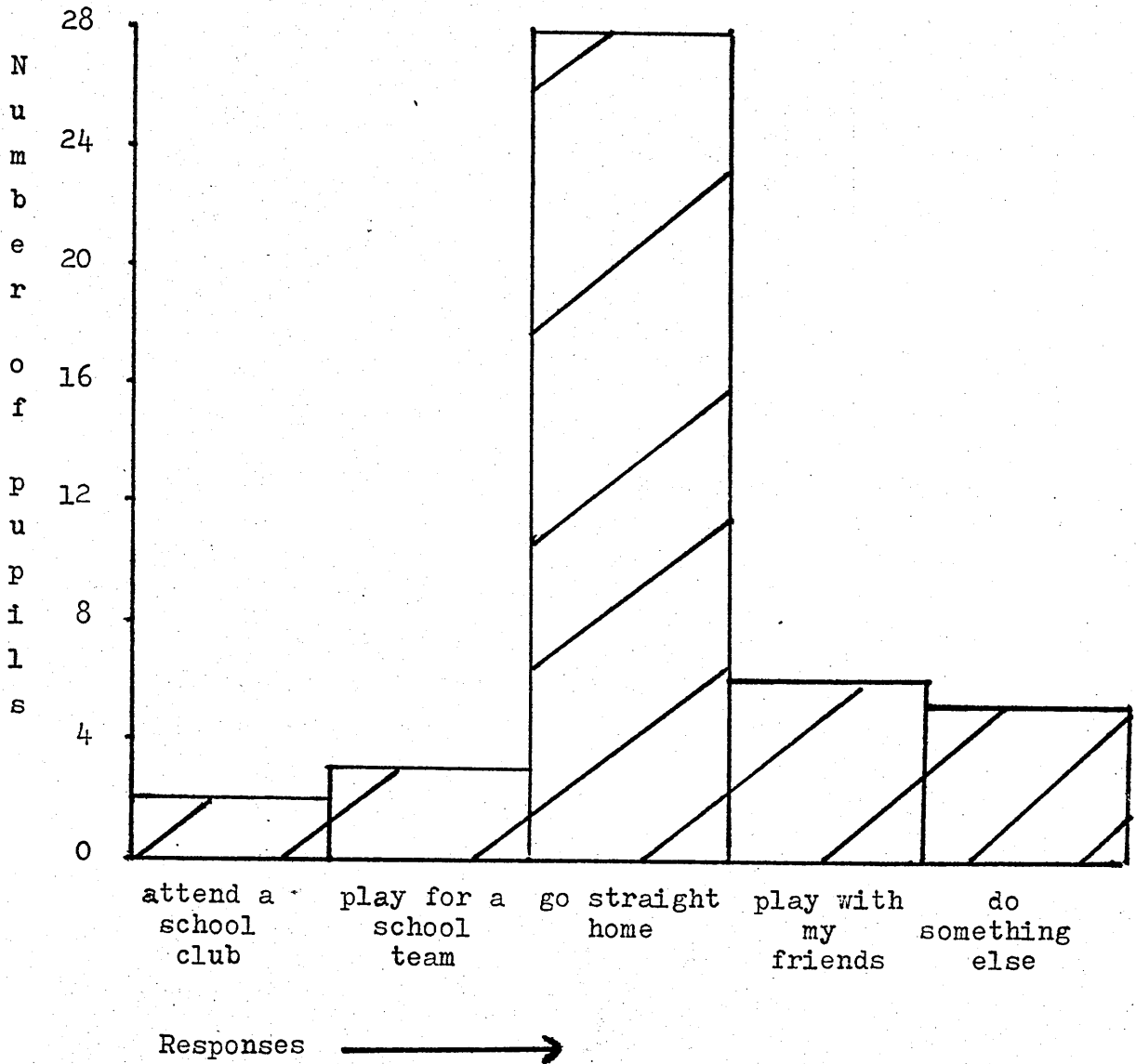


FIGURE 5

Graph showing pupil response to Question 3

Question 3: After school in the afternoon I sometimes.....

Figure 5



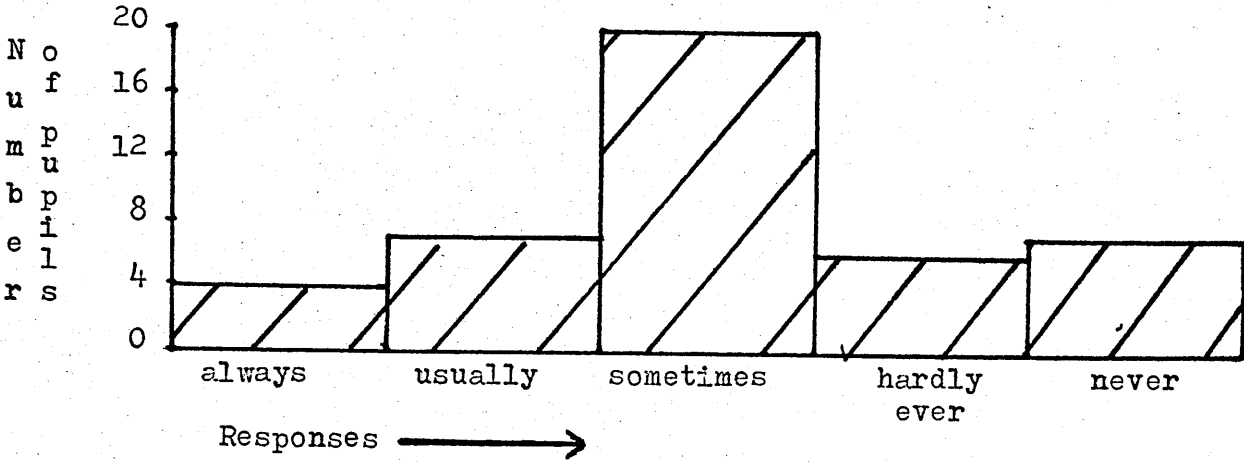
Working Returns = 44 Questionnaires

FIGURES 6 AND 7

Graph showing pupil response to Question 4

Question 4: I enjoy doing homework.....

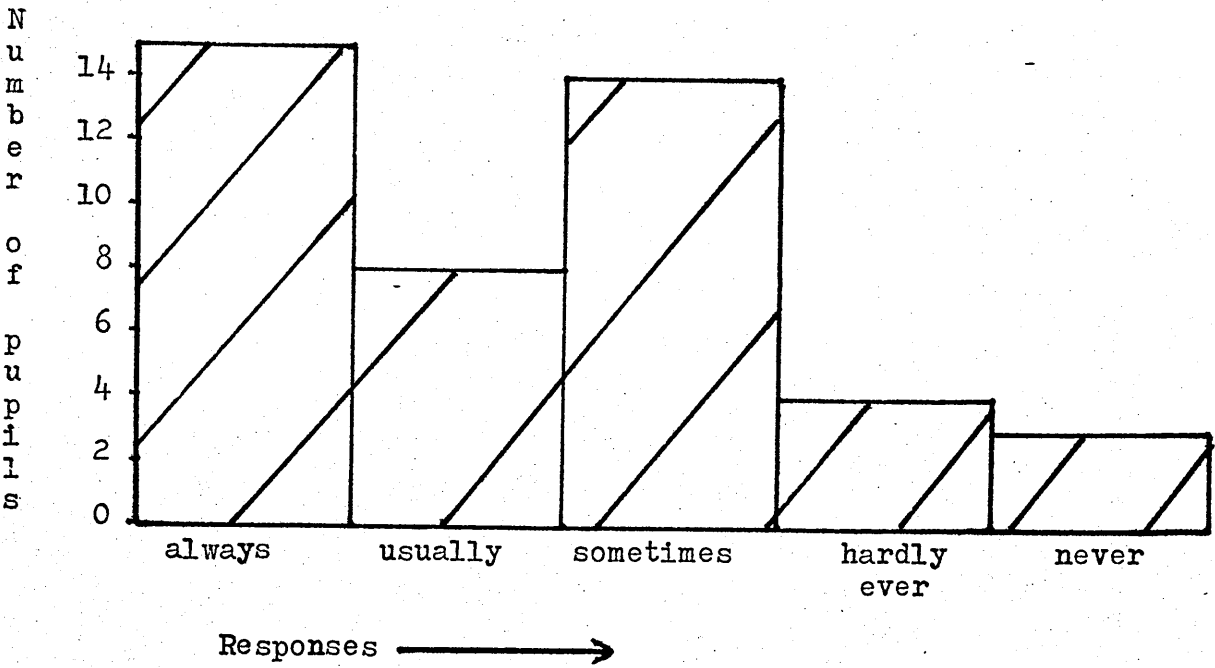
Figure 6



Graph showing pupil response to Question 5

Question 5: I like talking to my teachers.....

Figure 7



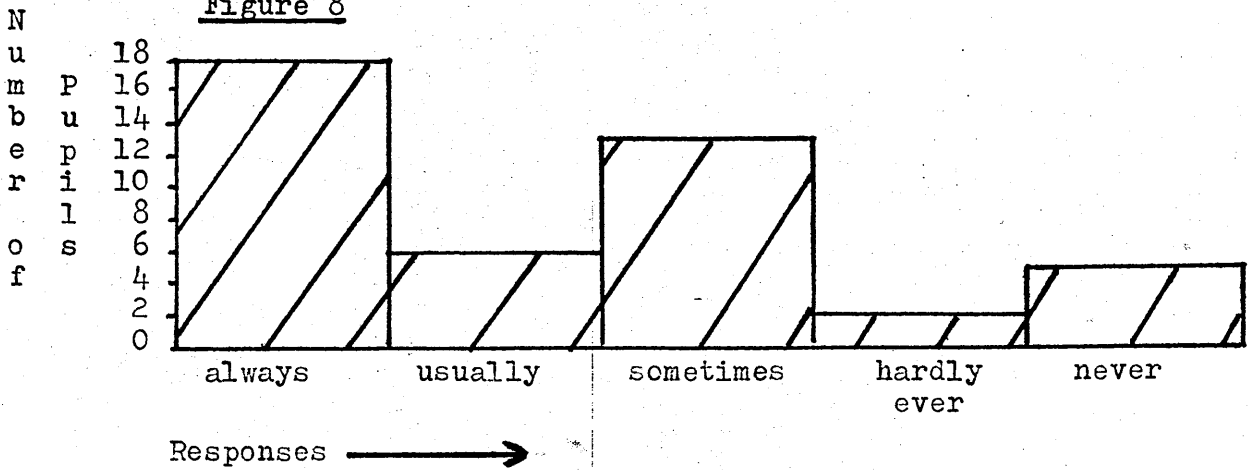
Working Returns = 44 Questionnaires

FIGURES 8 AND 9

Graph showing pupil response to Question 6

Question 6: I am glad to see the end of the school day.....

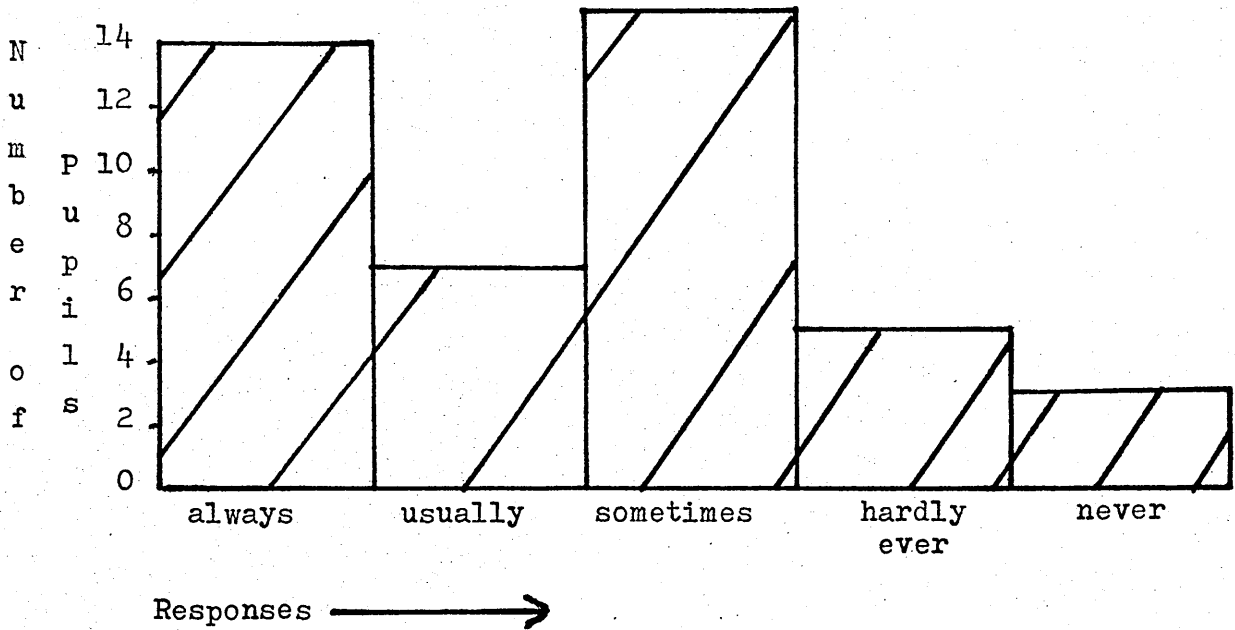
Figure 8



Graph showing pupil response to Question 7

Question 7: I enjoy my lessons.....

Figure 9



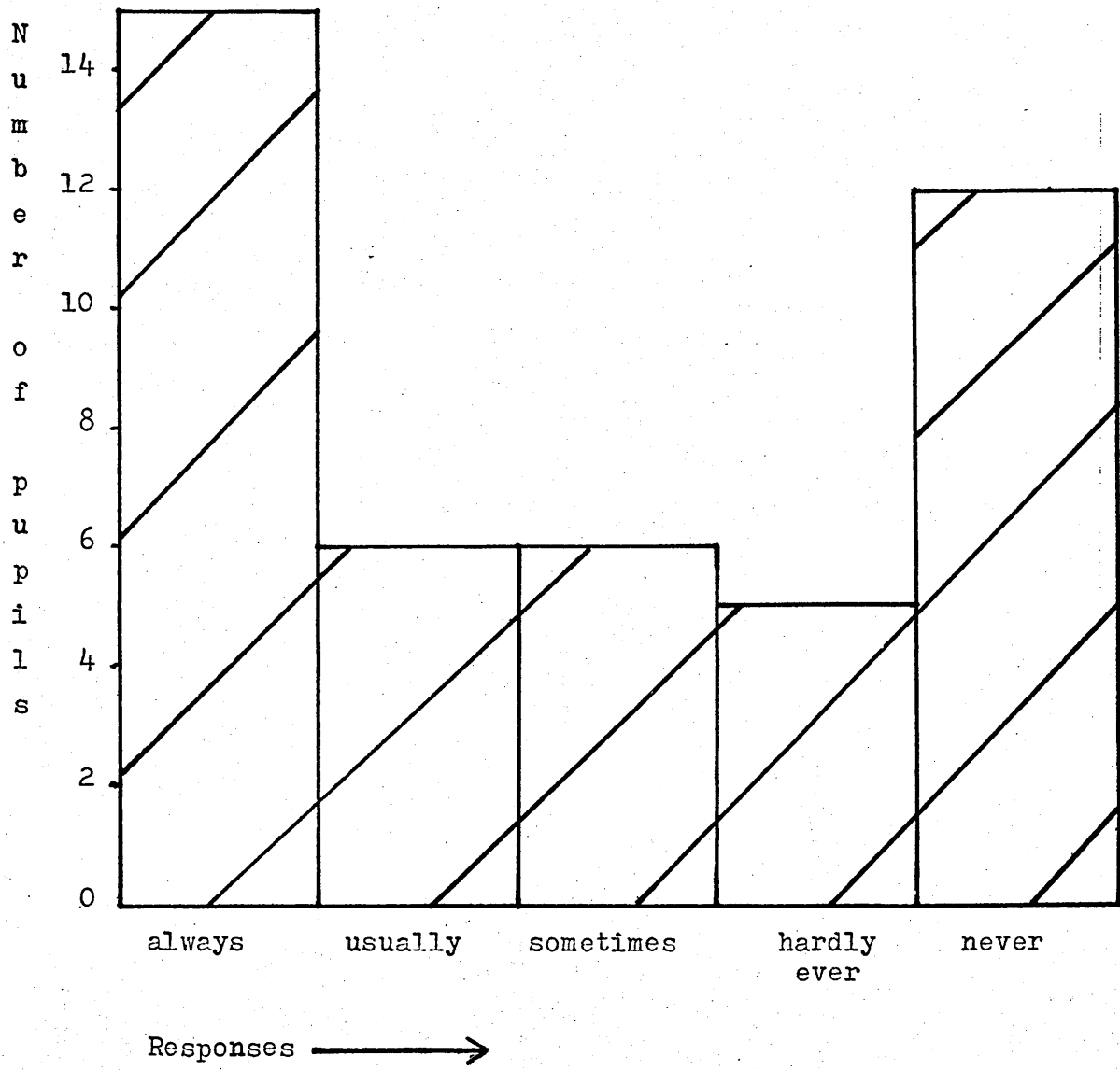
Working Returns = 44 Questionnaires

FIGURE 10

Graph showing pupil responses to Question 8

Question 8: I like wearing school uniform.....

Figure 10



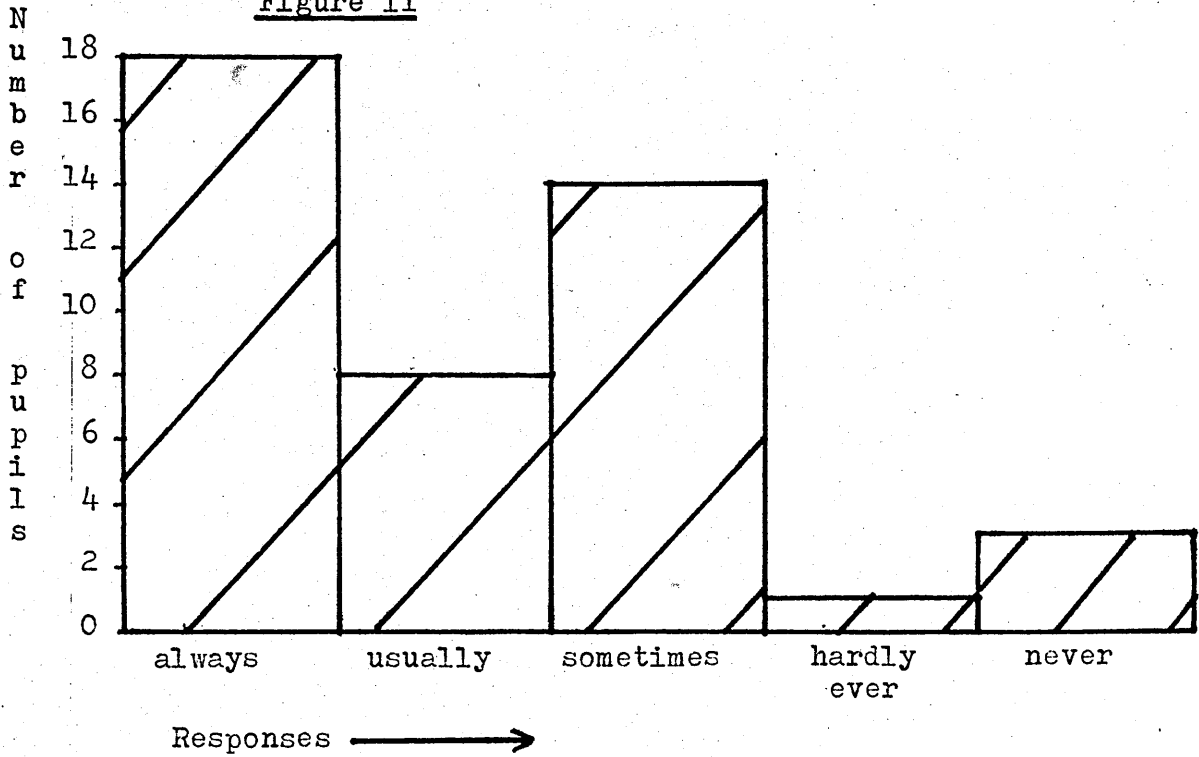
Working Returns = 44 Questionnaires

FIGURES 11 AND 12

Graph showing pupil response to Question 9

Question 9: I enjoy going out into the yard at break-times....

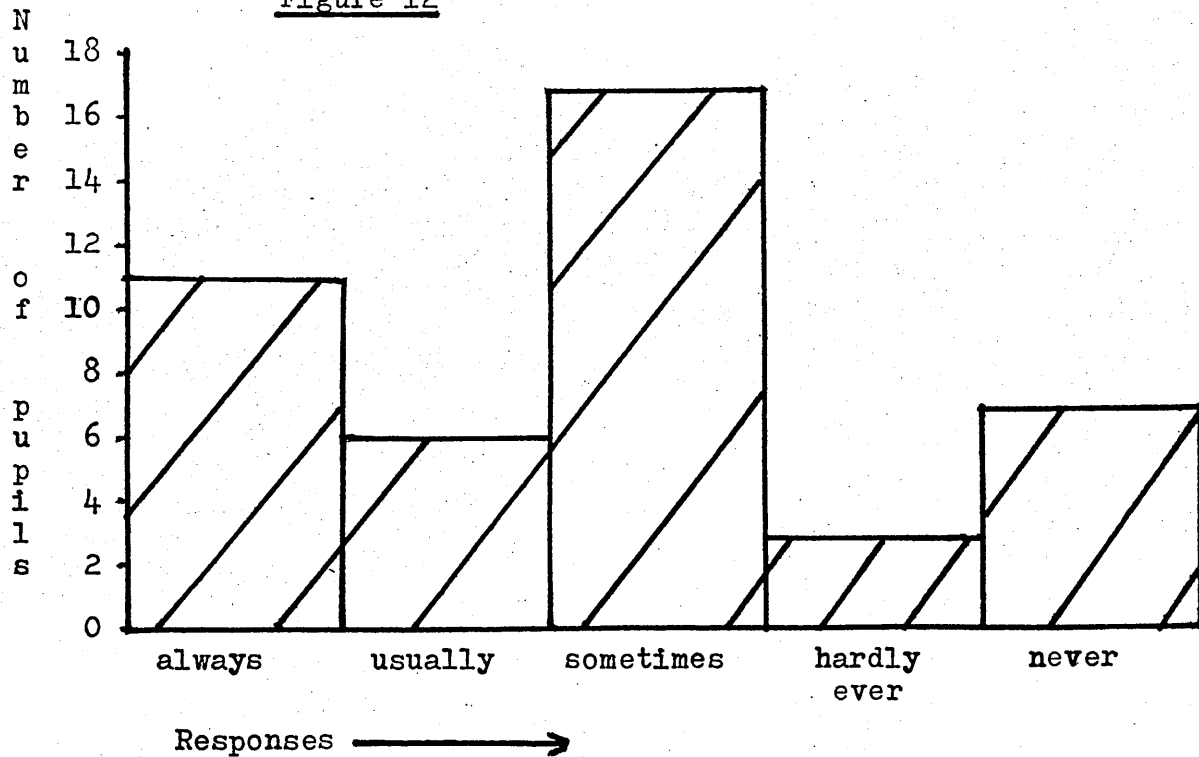
Figure 11



Graph showing pupil response to Question 10

Question 10: I look forward to going to school each day.....

Figure 12



Working Returns = 44 Questionnaires

APPENDIX 5

Pupil Attitudes Questionnaire towards their First
Year in a Comprehensive School

Please answer the Questions by placing a tick in the appropriate column.

SECTION A

	Yes	No	don't know
1. Have you enjoyed your first year?			
2. Do you look forward to school each day?			
3. Do you find the teachers helpful?			
4. Do you think school is a waste of time?			
5. Are you ever in trouble in school?			
6. Do you like doing homework?			
7. Are you ever sent to your head of year?			
8. Have you made any new friends at school?			
9. Do older children ever bully you at school?			
10. Do you think that punishments in school are too severe?			
11. Do you think school clubs are a good idea?			
12. Are you proud of your school?			
13. Do you like school uniform?			
14. Do you get bored with school holidays?			

SECTION B

INTERVIEW SCHEDULE

(This is a structured interview based on the above Questionnaire)

- 1) Describe how you have/have not enjoyed your first year.
- 2) Describe how you do/do not look forward to coming to school daily.
- 3) Describe how you have/have not found the teachers helpful.
- 4) Describe how school is/is not a waste of time.
- 5) Describe how you are/are never in trouble in school.
- 6) Describe why you like/dislike doing homework.
- 7) Describe why you are/are never sent to your head of year.
- 8) Describe how you have/have not made new friends at school.
- 9) Describe why children ever/never bully you at school.
- 10) Describe why you think/don't think punishments are too severe.
- 11) Describe why you think/don't think school clubs are a good idea.
- 12) Describe why you are/are not proud of your school.
- 13) Describe why you like/dislike school uniform.
- 14) Describe why you do/do not get bored with school holidays.

(The conversations were recorded on cassette tapes).

FIGURES 13 AND 14

Graphs showing pupil responses to Questions 1 and 2

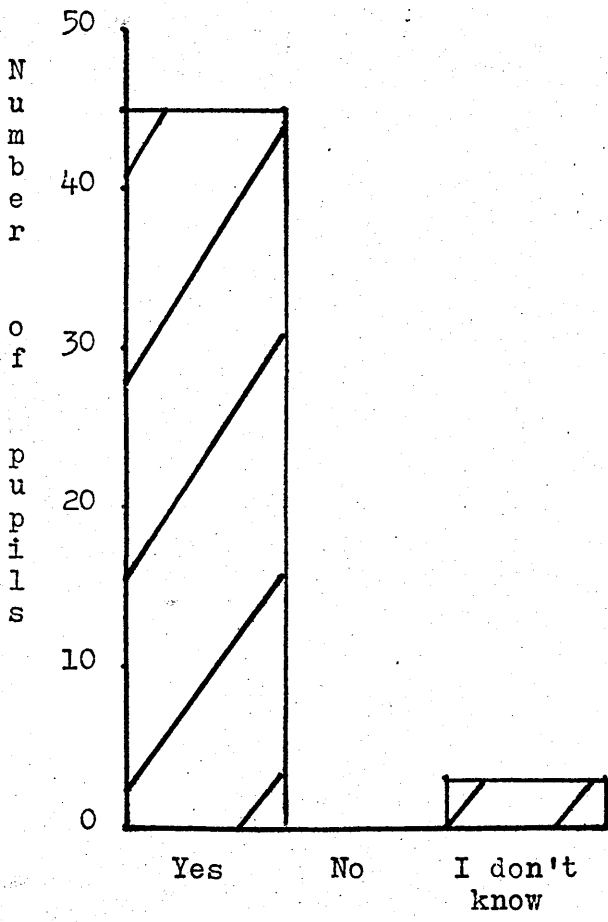
Question 1 (Figure 13)

Have you enjoyed your first year at the school?

Question 2 (Figure 14)

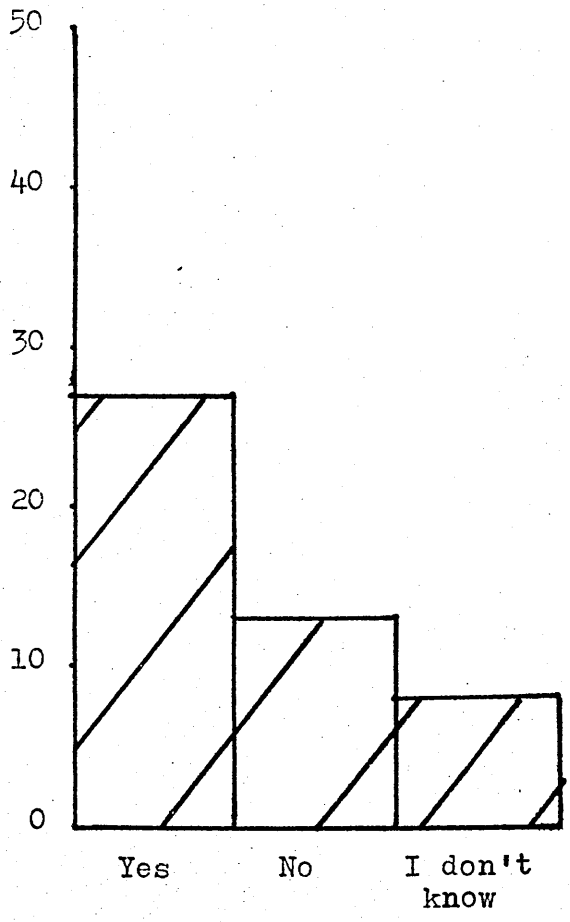
Do you look forward to coming to school each day?

Figure 13



Responses →

Figure 14



Responses →

Working Returns = 48 Questionnaires

FIGURES 15 AND 16

Graphs showing pupil responses to Questions 3 and 4

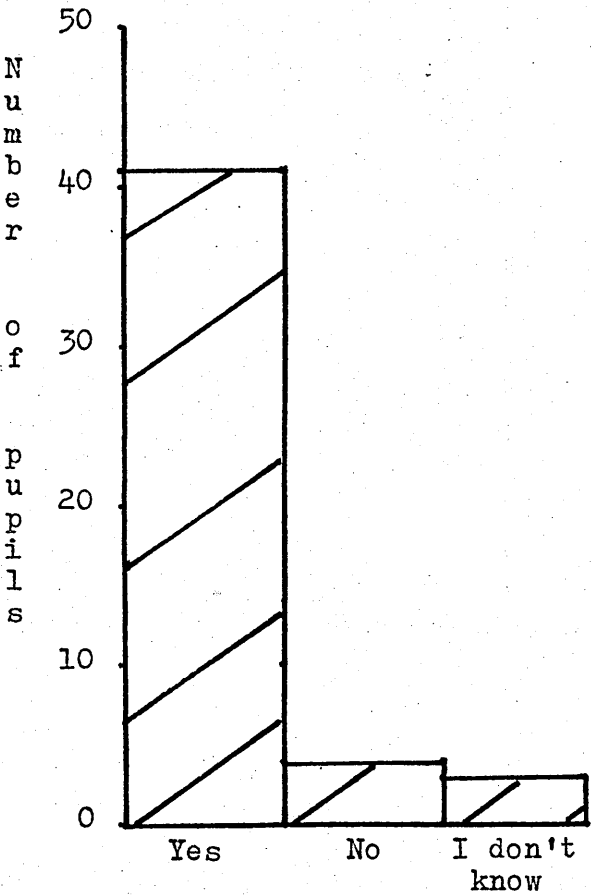
Question 3 (Figure 15)

Do you find the teachers helpful?

Question 4 (Figure 16)

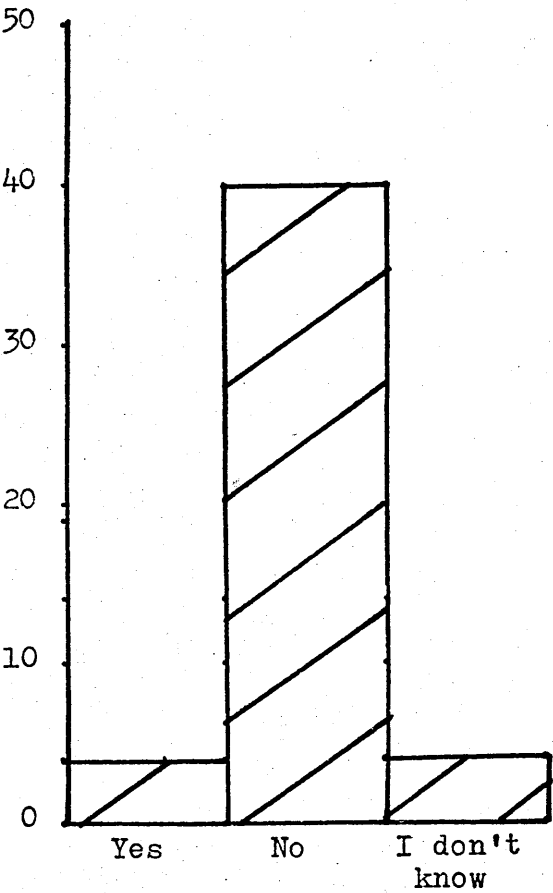
Do you think school is a waste of time?

Figure 15



Responses →

Figure 16



Responses →

Working Returns = 48 Questionnaires

FIGURES 17 AND 18

Graphs showing pupil responses to Questions 5 and 6

Question 5 (Figure 17)

Are you ever in trouble in school?

Question 6 (Figure 18)

Do you like doing homework?

Figure 17

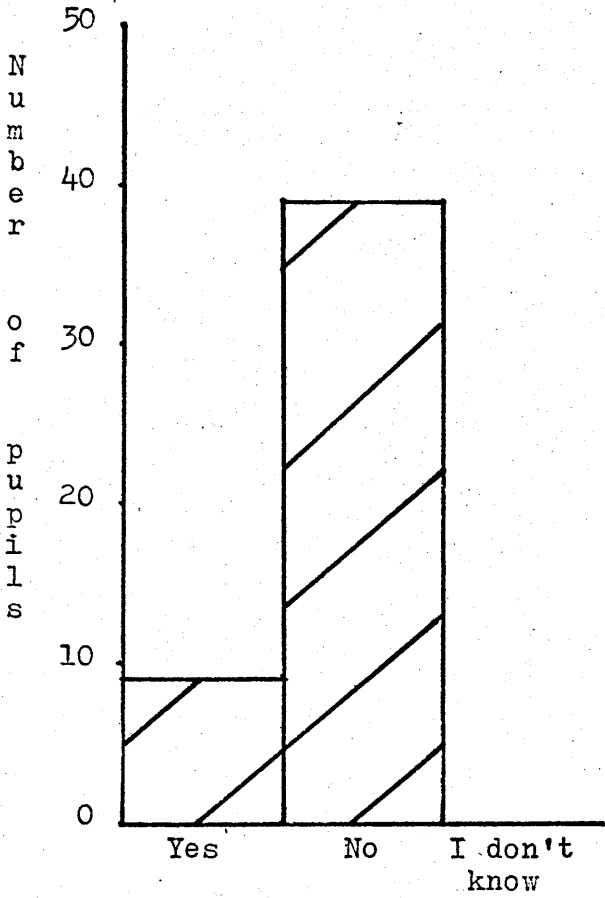
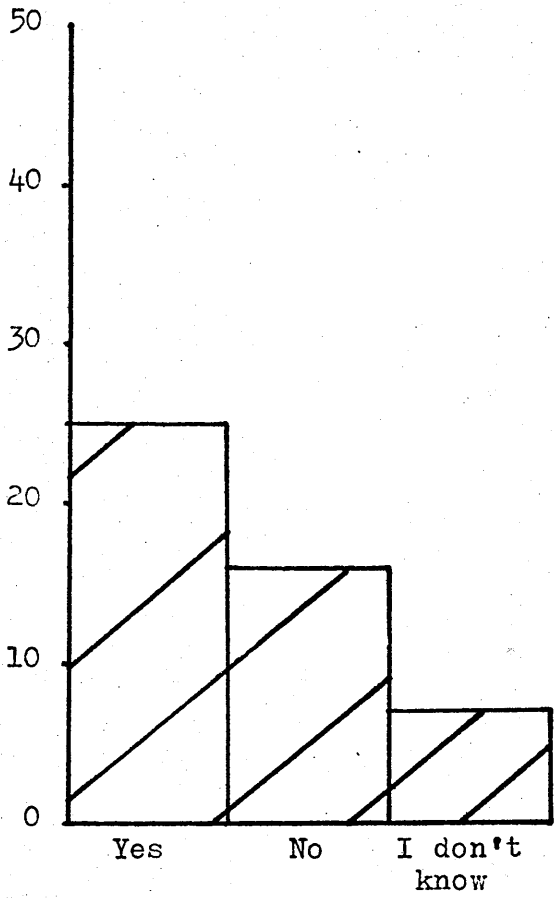


Figure 18



Working Returns = 48 Questionnaires

FIGURES 19 AND 20

Graphs showing pupil responses to Questions 7 and 8

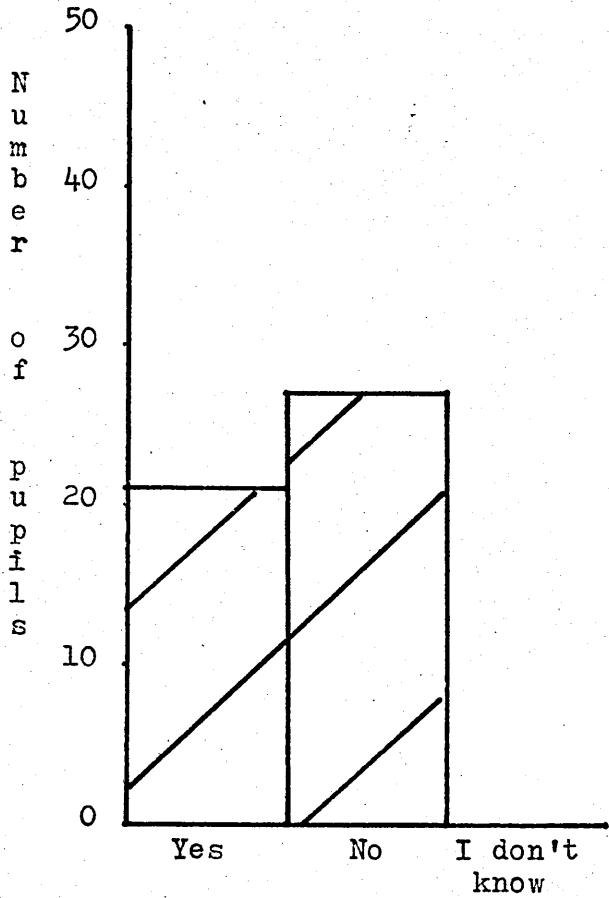
Question 7 (Figure 19)

Are you ever sent to your head of year?

Question 8 (Figure 20)

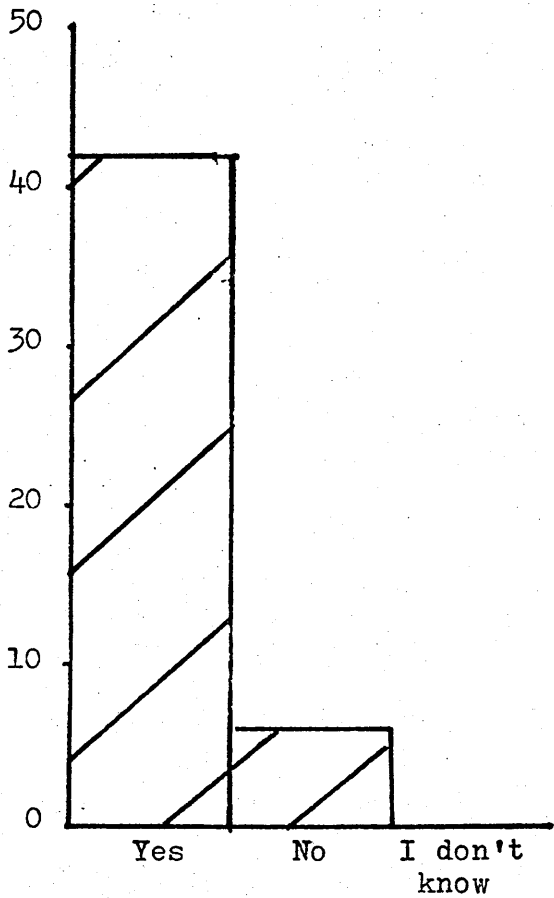
Have you made any new friends at school?

Figure 19



Responses →

Figure 20



Responses →

Working Responses = 48 Questionnaires

FIGURES 21 AND 22

Graphs showing pupil responses to Questions 9 and 10

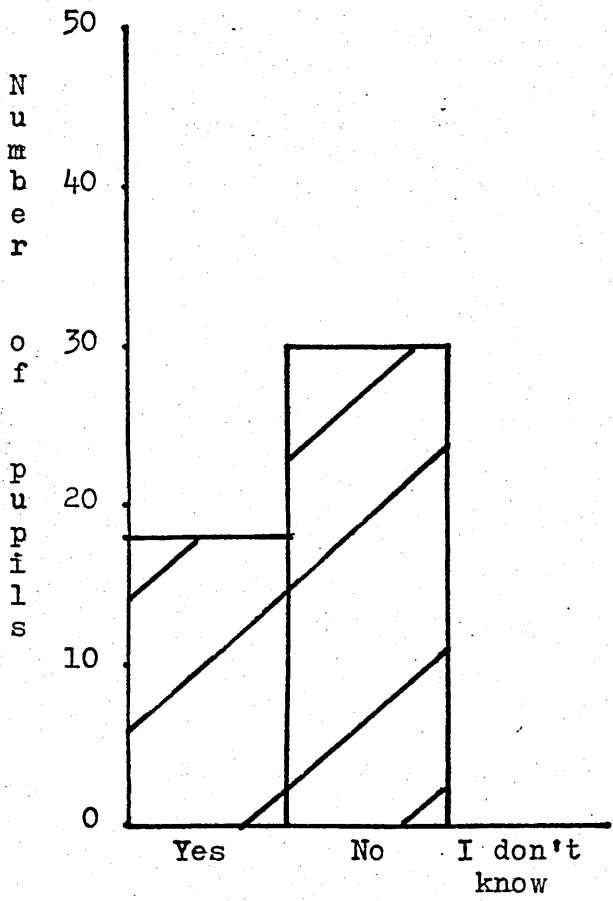
Question 9 (Figure 21)

Do older children ever bully you at school?

Question 10 (Figure 22)

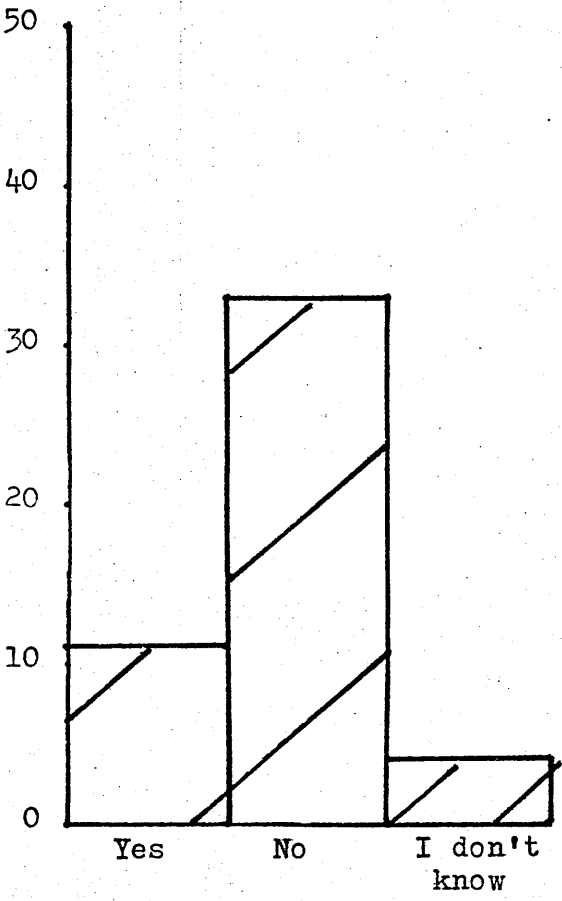
Do you think punishments in school are too severe?

Figure 21



Responses →

Figure 22



Responses →

Working Returns = 48 Questionnaires

FIGURES 23 AND 24

Graphs showing pupil responses to Questions 11 and 12

Question 11 (Figure 23)

Do you think school clubs are a waste of time?

Question 12 (Figure 24)

Are you proud of your school?

Figure 23

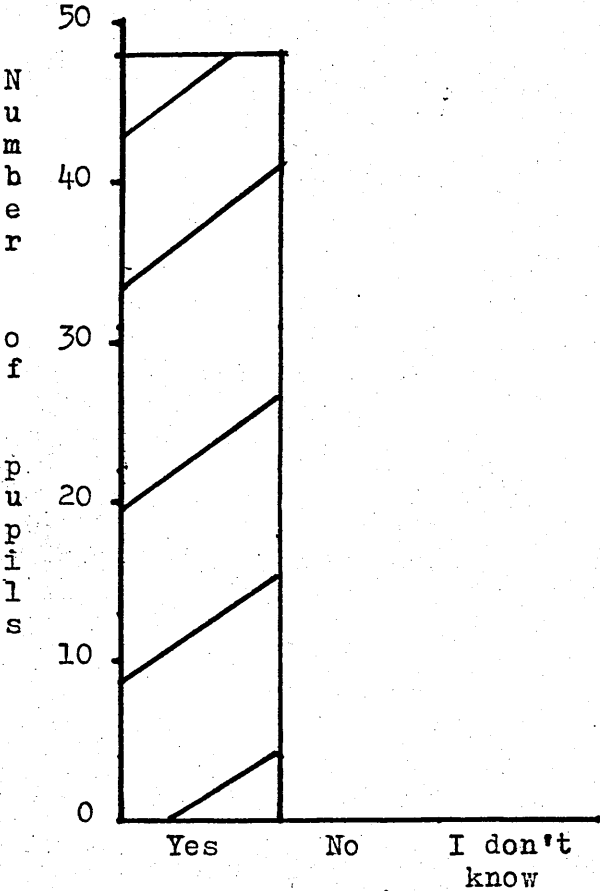
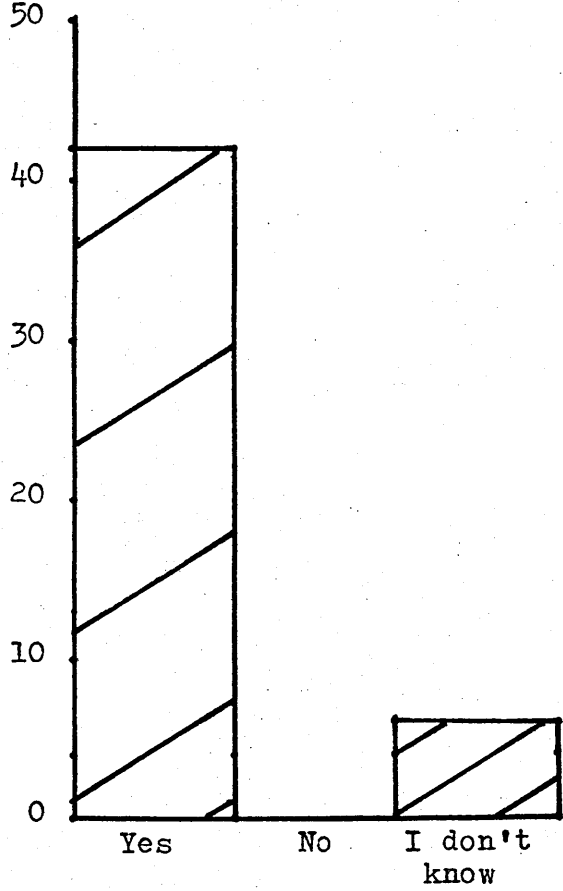


Figure 24



Working Returns = 48 Questionnaires

FIGURES 25 AND 26

Graphs showing pupil responses to Questions 13 and 14

Question 13 (Figure 25)

Do you like school uniform?

Question 14 (Figure 26)

Do you get bored with school holidays?

Figure 25

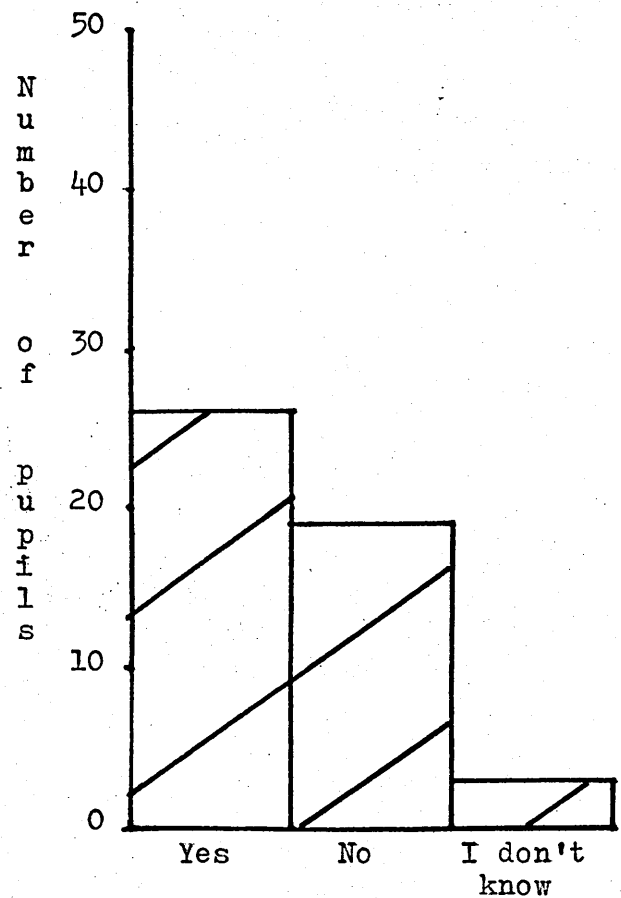
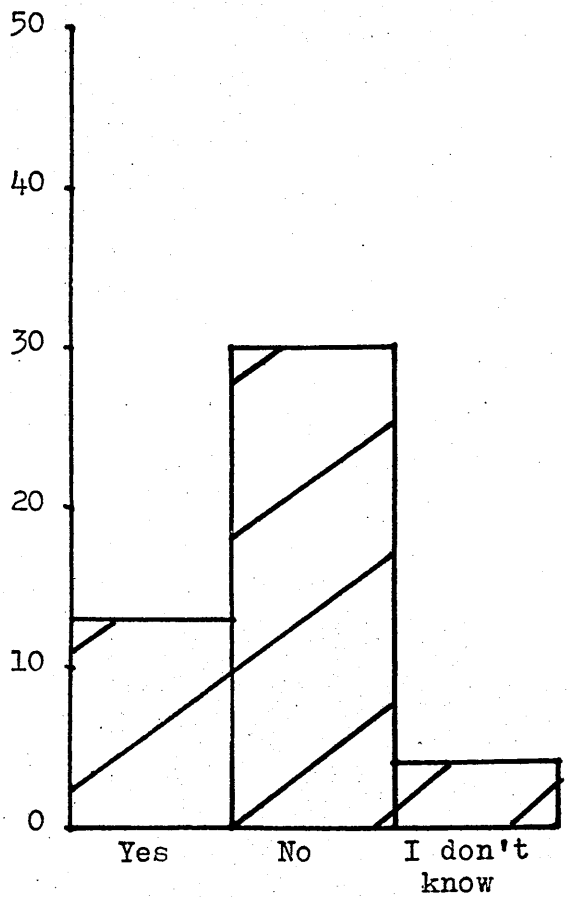


Figure 26



Working Returns = 48 Questionnaires

APPENDIX 6a

MEDICAL FORM (CONFIDENTIAL)

A. General

Name of Pupil Form

Address

Phone No.

(Your phone number or a number through which you
can be contacted during the day).

2. The name and address and telephone number of a person who
can be contacted if both parents are out working or are
not available during school hours.

Name Phone Number

Address

B. Medical and Other Information

1. The name, telephone number and address of your doctor.

Name Phone Number

Address

2. Medical information which you feel the school should know
in the interest of your son/daughter (e.g. major operation,
heart trouble, asthma, grumbling appendix etc)

.....
.....

3. Other relevant information which may affect your son's/
daughter's progress and development (e.g. long absence
from school, frequent change of school, attendance at
special educational centres or clinics, emotional upsets)

.....
.....
.....

N.B. If there is any further information you feel we should
have but do not wish to enter on the form, enclose it in
a sealed envelope endorsed "Confidential" and address it
to the Headmaster.

Signature Date

(Parent/Guardian)

APPENDIX 6b

CUMULATIVE RECORD

Confidential to Staff.

NAME: _____

FORM: _____

ADDRESS: _____

FORM TUTOR: _____ School Fund 10p Pd

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[illegible]

* Final entry for the year to be initialled by Form Tutor and Head of Year (Housetutor).

APPENDIX 6c

APPENDIX 6c

School: _____

Class/Tutor Group
Surname First Name(s)
Address
Date of Birth Tel. No. where parent
can be contacted
Other brother(s)/sister(s) attending same school, or another school
Mark Absences 0 Mark Late Attendance ☒

Week Commencing	Mon		Tues		Wed		Thur		Fri		Note of any communication from or to parents

Any other comments including earlier patterns of non-attendance

Report of Education Welfare Officer

Teacher's signature Date
E.W.O's signature Date

APPENDIX 6dGENERAL INFORMATION FORM

1. Surname: _____ Date of Birth: _____

Christian Names (in full) _____

ADDRESS _____ Tel. No. _____

Father's name: _____ Occupation: _____

Mother's name: _____ " _____

Guardian's name _____ Relationship: _____

Position in family: _____

--	--	--	--	--	--	--

Previous School: _____

2. Lunch time Arrangements (Tick where appropriate)

School meal _____ Paid _____ Free _____

Sandwiches _____

Going home _____

Other Arrangements _____

(Give details)

3. Travelling Arrangements (Tick where appropriate)

Special bus _____

Service bus _____

Walking _____

Free Season Ticket _____

Other Arrangements _____

(Give details) _____

APPENDIX 6eTRANSFER OF PUPILS FROM PRIMARY SCHOOLS

1. Surname: _____
Christian names(in full): _____
2. Grade (A,B,C,D,E,): _____
3. Academic Potential (application, special abilities, interests, etc): _____

4. Behaviour: _____

5. Medical Information (including referral to any outside agencies): _____

6. Home Background: _____

7. School Attendance: _____
8. School Number: _____

APPENDIX 6f

APPENDIX 6f

PRIMARY SCHOOL PROFILE

P2
CONFIDENTIAL

(For use in the absence of established practice.
Forms already in use must be attached to this profile.)

Please study notes for guidance before completing this form.

FORENAME..... SURNAME
(and other names)

(i) GENERAL REMARKS AND OTHER PARTICULAR ABILITIES AND INTERESTS:

(ii) SPECIAL DIFFICULTIES:

(iii) HEAD'S GENERAL COMMENT AT TIME OF TRANSFER:

(iv) DESCRIPTIVE ASSESSMENT OF ATTAINMENT:

(a) LANGUAGE—comments on: Listening, Talking, Reading, Writing.

(b) MATHEMATICS

(c) PROJECT OR DISCOVERY WORK

(v) ADDITIONAL OBSERVATIONS/SPECIFIC DIFFICULTIES

Signature of Head of Primary School _____ Date _____

Name of Primary School _____

To be completed immediately prior to despatch, which will be not later than end of the EASTER TERM.

APPENDIX 6g

APPENDIX 6g

Report for the Term 19....
Pupil : Form :

SUBJECT	Attainment		Effort Grade	COMMENTS	Staff Initials
	Mark	Grade			
English				
Welsh/German				
French/German				
History				
Geography				
Religious Education				
Science/Physics				
Chemistry				
Biology				
Maths				
Art				
Music				
Craft				
Drama				
Physical Education				

FORM TUTOR'S COMMENTS :
.....
.....
.....
.....

ATTENDANCES : (Half Days). FORM TUTOR :
.....
.....

HEAD OF YEAR : HEADTEACHER :

APPENDIX 7

SELF-APPRAISAL SCALE (Davidson and Greenberg)

Directions: The words on this page tell different ways children are. Read the words next to each number. Put a cross (X) in one box on each line to show whether you think you are that way MOST OF THE TIME or ABOUT HALF THE TIME or HARDLY EVER.

I Think I am:

I Think I am:	MOST OF THE TIME	ABOUT HALF THE TIME	HARDLY EVER
1. neat			
2. a big help at home			
3. clever in school			
4. shy			
5. a pest			
6. very good in art			
7. scared to take chances			
8. full of fun			
9. a hard worker			
10. polite			
11. trying my best			
12. nice-looking			
13. lazy			
14. full of questions about new things			
15. going to do well			
16. sad			
17. good in sports			
18. careless			
19. honest			
20. nervous			
21. good at making things			
22. bad			
23. liked by other children			
24. as lucky as others			